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NEA Today

WASHINGTON, D.C. APRIL 1984

A NEWSPAPER FOR MEMBERS OF THE NATIONAL EDUCATION ASSOCIATION VOL. 2, NO. 6

Don Sturkey

Nancy J. Pierce

'BROWN' + 30

Desegregating America's Public Schools: 1954–1984

see page 4

PRESIDENT'S VIEWPOINT

PAC-ing Up Our Troubles

Twenty years ago, when I first stepped into the classroom, I was sure I had entered a sanctuary. The four walls would provide refuge from the stresses and strains of a society in transition.

How naive I was. How wrong I was. How soon I learned.

What I learned was simple: my classroom was no island, let alone an idyllic one. My Eden, for example, had a hole in the floor. A gorge. And my paradise had more students than typewriters—hardly heavenly for a business education teacher.

The tough lesson began to sink in: I could shut my classroom door, but I couldn't exclude the often cruel outside world. I could promise my students unrelenting dedication to excellence, but I couldn't promise them that I wouldn't stumble into barriers that would threaten to make that promise a bit hollow.

I had to accept the grim reality: the quest for educational excellence must of necessity be a political quest. If my students were to be well served, I needed to be able to influence the district budget—and that meant moving the school board and legislators and voters. If I didn't, Eden would be Hades.

That hole in the floor jolted me awake. And today, more awake, I understand that the destiny of our schools—from kindergarten through graduate school—is a political issue. That's why I challenge the attitude—wherever it still exists—that it's somehow unprofessional for educators to engage in politics. The contrary is true: it is unprofessional and patently irresponsible for educators to abandon the political realm. It is an act of neglect. And the victims of such neglect are children.

Any time we abandon the

Joe Di Dio

NEA President
Mary Hatwood Futrell

challenge of influencing the powerful, we condemn our students to powerlessness. We expose them to victimization. We do them harm.

This recognition explains the formation, a dozen years ago, of our Association's Political Action Committee (NEA-PAC).

NEA-PAC is an expression of our professional pride. It gives life to our ideals and substance to our commitments. Without NEA-PAC, our dreams of electing a pro–public education Congress and a pro–public education President in 1984 would be pipedreams.

Our Political Action Committee could well be called our Educational Excellence Commission. And it belongs to you: NEA may offer PAC funds to congressional candidates only with the consent of the appropriate state affiliate. NEA-PAC is your resource—a vehicle for mobilizing both human and financial resources behind candidates *you* trust to initiate and sustain measures that protect our children and improve the welfare of education employees.

NEA-PAC symbolizes our togetherness. When a NEA-PAC–endorsed candidate from Kansas is sworn into congressional office, classrooms in Vermont get Chapter 1 aides, districts in Idaho get transportation money, students in Oregon get hot lunches, and school systems in Georgia get impact aid funds. Every contribution we make to NEA-PAC affirms our belief in each other. And it signals the patriotic convictions that animate our work in our uniquely democratic public education system.

Perhaps no one has better understood the patriotism of public education employees than President Lyndon Johnson. "Nothing matters more to the future of our country than education," he stated in 1965. "Not our military preparedness—for armed power is worthless if we lack the brain power to build a world of peace. Not our productive economy—for we cannot sustain growth without trained manpower. Not our democratic system of government—for freedom is fragile if citizens are ignorant."

We who share President Johnson's understanding are proud of NEA-PAC's work. Let's show it.

TRENDS

Principled Principals

The most effective junior-high and middle-school principals share a common trait: they're more teacher-oriented than their less successful colleagues, according to a new study by the National Association of Secondary School Principals.

They're also more personal, preferring one-on-one contact or small group caucuses to meetings of the entire faculty. And they tend to rely on teacher judgment—rather than tests or grades—when grouping students by ability.

Not for White Men Only

Americans are increasingly willing to discount race and gender in their consideration of presidential candidates, according to the Gallup Poll and Chicago's National Opinion Research Center.

Among the Gallup-polled, 80 percent would now consider voting for a woman, 77 percent for a Black. The Chicago survey showed 87 and 85 percent, respectively.

Twenty-five years ago, the comparable figures were 52 percent for a female candidate, 38 percent for a Black.

Non-Selective Service

Uncle Sam wants...*everyone*.

That may well become a slogan of the 1990s. Young men and women could face mandatory national service by the end of the decade, but it's likely to be in a form other than military conscription.

Already Sen. Paul Tsongas (D-Mass.) and Rep. Leon Panetta (D-Calif.) have proposed legislation that would establish a presidential commission to study national service. And Donald Eberly, manager of the Selective Service's alternative program for conscientious objectors, is pushing for a program in which "all young people would be asked to contribute a year or two to meeting important national needs."

The Buck Tooth

One of our nation's most beloved females is reeling from the painful drill of inflation. The Tooth Fairy—once able to claim a pearly white for a quarter—now has to shell out a dollar.

Parents, of course, are particularly concerned about this inflationary leap. And according to Northwestern University professor of dental hygiene Rosemary Wells, they're taking steps to reverse the trend.

More and more parents are telling their children that the Tooth Fairy awards the full dollar only for decay-free teeth. The hope is to provide an incentive for more regular brushing and flossing.

Scientists as Sleuths

Several 1983 studies showed that as students grow older, their interest in science grows weaker. And when the inevitable finger-pointing began, elementary teachers quickly became primary targets.

A bum rap, says Robert E. Yager, past president of the National Science Teachers Association. Yager argues that K-6 teachers, precisely because they've generally had less formal science study than their middle- and secondary-level colleagues, are "more able to convey the excitement of discovery, more able to present themselves as detectives" seeking to unravel scientific mysteries.

The crisis in science education, adds Yager, demands that we look closely "at what elementary teachers are doing right."

Drug Dens No Longer

If ever they existed (outside the mind of a certain Chief Executive), the "drug den" schools are quickly vanishing. A recent University of Michigan study found that a record number of young people are turning off marijuana.

Among high school seniors, regular use of marijuana dropped from 10.7 percent in 1978 to 5.5 percent in 1983. This latest figure is the lowest recorded since 1975, when the study was first conducted. And there's no evidence that this decline is leading to increased use of alcohol or other drugs.

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BLAME IT ON THE GOVERNOR

The Nation's Zaniest Test?

Arkansas insists practicing teachers pass an exam that the nation's biggest test-maker refuses to write.

Jeff Mitchell, Arkansas Gazette

Gov. Bill Clinton defends Arkansas' new teacher testing law as NEA Executive Committee member Odetta Fujimori listens skeptically.

For sheer gimmickry, you can't beat the idea of requiring practicing teachers to pass a paper-and-pencil test in order to keep their certification.

"'Teachers take test' has the same headline-grabbing appeal as 'man bites dog,'" points out Peggy Nabors, a junior high English and social studies teacher in Pulaski County who's now on a leave of absence to serve as president of the Arkansas Education Association (AEA). "The problem is that good headlines don't solve complex educational problems."

Under a new state law passed last November at the urging of Gov. Bill Clinton and his wife, Hillary, Arkansas' teaching force—24,000 strong—will now have its reading, writing, and math skills put to the test. Anyone who doesn't pass faces loss of certification.

Arkansas is the first—and so far only—state to mandate such a test for practicing teachers, though the Houston school district began testing practicing teachers last March. AEA's fight to get the law amended will have important implications for teachers everywhere as the principles of fair evaluation go on the line.

Under the law, every teacher—and school administrator—in Arkansas will be required to pass a functional academic test, plus a specialized test (or six hours of additional graduate work) in his or her area of certification. The first tests are scheduled for November—conveniently prior to the next legislative session at which the law could conceivably be amended or rescinded. Failure to pass the tests by 1987 will result in denial of recertification.

Legislators bought the governor's testing scheme after he threatened not to sign their proposed package of education reforms, including a one-cent sales tax hike to raise teacher salaries.

Education researchers have long opposed the use of competency tests for determining recertification. "Paper-and-pencil tests administered at inappropriate points in a teacher's career constitute a real injustice," assert university researchers Robert S. Soar, Donald M. Medley, and Homer Coker in their forthcoming book *Measurement-Based Evaluation of Teacher Performance*.

Among the more prominent opponents of the use of standardized tests to determine whether a practicing teacher remains in the profession is the Educational Testing Service. ETS stepped into the fray almost immediately last November, announcing that it would bar use of its National Teachers Exam (NTE) to evaluate experienced teachers.

"The practice of requiring teachers to pass tests as a sole and determining condition of employment after they are on the job can be found in no other profession," ETS President Gregory Anrig pointed out. Essential qualities of teaching, he added, "cannot be measured effectively by any paper-and-pencil test."

ETS's new policy raises the question of just what test Arkansas will use—and how it can be validated by November.

Across the state, teachers' reactions to the impending test range from resentment to indignation to outrage.

Nellie Gerard, a reading specialist at Henderson Junior High in Little Rock, speaks for many. "I take it as an insult," she says. "I've been well trained. I've been teaching for 17 years. Why all of a sudden do I have to prove that I can read and write and do basic math?"

Debbie Alviar, a junior high English teacher in Van Buren, suggests that the test is having the opposite effect from what was intended.

"Sit in a secondary classroom in this state and listen to the students joke about testing the teacher," notes Alviar, "and then think again about the claim that the test is supposed to restore public faith in education."

Teachers' indignation is fueled in part by their recognition that Arkansas' commitment to education lags far behind most states'. Arkansas trails 48 other states in teacher salaries and per-pupil spending for instruction.

NEA leaders have been working with the Arkansas Education Association to devise a counterattack. Speaking at a news conference in Little Rock in December, NEA President Mary Hatwood Futrell pledged: "NEA will not stand idly by while the teachers of Arkansas are made the scapegoats in efforts to improve the quality of public education."

Futrell announced appointment of a special investigative team—the six non-office-holding members of the NEA Executive Committee—to work with AEA to evaluate the effects of the teacher testing law.

The team spent four days in January interviewing legislators, PTA presidents, representatives of the news media, community leaders, school administrators, teachers, and the governor to get the full spectrum of views about the new law.

Team chair Odetta Fujimori, a special education vocational program planner in Honolulu, Hawaii, summarized the group's initial findings: "This test provides a formula for demoralization—totally contrary to what a fair evaluation system would do."

AEA leaders have launched counteroffensives on several fronts. In the November legislative elections, AEA will concentrate on backing incumbents and challengers who support the Association's efforts to amend the testing law so it addresses real instructional reform.

AEA has also kicked off a statewide information campaign to help the public understand the implications of the new law. Finally, AEA is considering a legal challenge to the testing on grounds that it affects minorities inequitably.

AEA affiliates around the state have come up with their own game plans. In northern Arkansas, for example, the 95-member Mountain Home Education Association (MHEA) is providing speakers on the teacher testing issue to local clubs. MHEA is also conducting a letter-writing campaign to legislators and civic leaders.

State Senator Vada Sheid, who voted for the teacher test, has come to recognize the public support for teachers that MHEA has generated in her district. She wrote a letter to Gov. Clinton in January arguing, "Teacher competency could be provided for in a much more acceptable manner. The profession has been degraded in a most unnecessary way."

Sheid proposed "grandfathering in" any teacher who has had three successful evaluations, thereby exempting most veterans from the test. At press time she had received no response.

The governor's recalcitrance has taken its toll, but Arkansas' teachers refuse to be steamrollered by forces that would restructure their profession in educationally unsound ways.

"The governor's unbending crusade to test all Arkansas teachers has sent morale plummeting, and as a result some very fine, experienced teachers are leaving the profession," AEA asserts in a recent position paper. "We recognize that an opportunity to improve education has been mangled. Arkansas teachers, however, will not give up. We will continue to press for real—not superficial—answers to education's problems."

—Vicky Lytle

'Forgive Me If I Sound Bitter...'

Expressing the outrage most Arkansas teachers feel at the new law requiring them to pass a test to keep their jobs, a special education teacher in Rector recently wrote this letter to the Arkansas Gazette.

To the Editor:

After graduating with honors from Arkansas State University, completing about 60 college hours since graduation, working in two different school systems, taking the NTE, and loving my job for 12 years, I was astonished to read that Gov. and Mrs. Clinton and the legislature have decided I'm unqualified to teach.

Surely I passed enough tests concerning my academic abilities in college to satisfy even the Clintons. So if I am unqualified and need to prove my worth, then I demand to be tested on my experience.

I would suggest the Communication Skills section of the test include multiple-choice items dealing with how to respond to a 14-year-old who confides in me that she is pregnant, how to help another who wants to commit suicide, and what to say when told, "I'm sorry but we're having a revenue shortfall and have to cut your pay on your last check."

Chris Ritter

Lura Holifield

I want the Professional Knowledge section to contain items on how to do ballgame gate duty, lunch-line duty, and bathroom duty; how to repair a broken film projector and duplication machine; what to do when a child vomits on my desk; and how to respond when a student makes an obscene gesture, calls another child a nigger, insults a classmate's mother, or goes to the bathroom on the side of the school building.

A section must be devoted to Physical Fitness. I must be able to run quickly in order to down anyone who tries to climb over the wall when I have football fence duty. I also must be strong enough to break up fights.

Several questions must be included on mopping floors. I've mopped everything, including blood and urine.

The section on Safety and First Aid should include questions concerning how to put out a fire, how to deal with a child knocked unconscious on the playground, how to care for a student who is having a seizure, how to administer CPR.

I was not tested on these jobs in college, so perhaps it's time I was. If the State Department of Education, or Mrs. Clinton and her committee, or the legislature can devise a test that can accurately measure what a teacher does every day, I'll be glad to take it.

Forgive me, Mr. and Mrs. Clinton, if I sound bitter and hurt by your assessment of my job performance, but I am.

Lura Holifield
Rector, Arkansas

FROM SEPARATION . . .

Nancy J. Pierce

Today's students at Billingsville Elementary in Charlotte, N.C., don't realize that 30 years ago many of them couldn't have sat in the same classroom.

DESEGREGATING AMERICA'S PUBLIC SCHOOLS

How far have we come in the three decades since the Supreme Court struck down the concept of 'separate but equal'?

Thirteen-year old Mitchell and 12-year-old Nicole Scoggins are students at Piedmont Middle School in Charlotte, N.C.

For Mitchell and Nicole, there's nothing disturbing or unnatural about attending school and making friends with White classmates.

For their mother, Dorothy Counts Scoggins (*cover photo, top*), things were very different. Dorothy Counts made national news in September 1957 when, at age 15, she became one of the first Blacks in the nation to attend an all-White public school.

She found the White students anything but friendly. Crowds of students and their parents followed Counts to Charlotte's Harding High and screamed ugly racial epithets at her. After three days of abuse—both inside and outside the school—Dorothy Counts withdrew.

Her attempt to desegregate Harding High came some three years after the Supreme Court struck down racially segregated schools. In its landmark decision in *Brown v. Board of Education, Topeka, Kansas*, the Court had ruled on May 17, 1954, that "in the field of public education the doctrine of 'separate but equal' has no place" and found that "separate educational facilities are inherently unequal."

Now, as America nears the 30th anniversary of the Brown decision, many school districts across the nation are still suffering the pains of the desegregation process. In the largest cities, there's a new stumbling block to overcome: school enrollments have become overwhelmingly minority.

In Missouri, the predominantly Black St. Louis school system and 23 largely White school systems in the surrounding suburbs are working together to bring off the nation's first voluntary interdistrict student, teacher, and administrator exchange. Though St. Louis has made heartening progress, this metropolitan desegregation effort, which began last September, faces some real problems.

They stem from many sources: the dearth of facts getting into the schools to counter the myths. . . the opposition of certain parent groups . . . differences among the 24 districts in teacher salary schedules, tenure and retirement rules, and layoff policies.

Elsewhere, school districts have dragged their feet, refusing to make any real efforts to desegregate until forced by a lawsuit. While the 1954 *Brown* decision outlawed *de jure* (officially mandated) school segregation, many districts continued to practice *de facto* segregation, allowing housing patterns to create neighborhood schools with either all-White or all-Black student bodies.

In 1970, this more subtle form of segregation came under attack in *Swann v. Charlotte-Mecklenburg Board of Education*. The U.S. Supreme Court upheld Federal District Court Judge James McMillan's ruling that a school desegregation plan might require student transportation as long as "the time or distance of travel is [not] so great as to either risk the health of the children or significantly impinge on the educational process."

Hailed as one of the most important decisions since *Brown*, the Supreme Court's unanimous ruling in *Swann* paved the way for massive busing—and fierce controversy.

One school system experiencing busing turmoil is Louisiana's East Baton Rouge Parish, now in its third year of a court-ordered desegregation plan. While teachers and school administrators are earnestly trying to make desegregation work, a portion of the community is fighting it, ostensibly because the plan requires extensive busing. Many new private schools have cropped up over the last two years, and those that existed before the court order are expanding. In the past three years, 22 percent of East Baton Rouge's White students have enrolled in private schools.

Communities battling desegregation and busing plans may feel they have an ally—or at least a neutral onlooker—in the present Administration in Washington. In the 1950s and 1960s it was the federal government that took the lead in enforcing the nation's civil rights laws. No more.

In 1982, as two admittedly segregated private schools—Goldsboro (N.C.) Christian School and Bob Jones University in Greenville, S.C.—were awaiting a Supreme Court ruling on their tax status, President Reagan announced an Internal Revenue Service policy change that would allow tax exemptions to such schools.

Nancy J. Pierce

Desegregated team sports helped ease tensions among Charlotte students. Here West Charlotte High students full of school spirit cheer the 'Lions' on to a basketball victory.

This move proved embarrassing to the Reagan Administration, as the American public rose up against it. The Administration quickly withdrew the policy change.

Despite that blunder, Reagan appointees have continued to work against school desegregation—supporting the Neighborhood School Act that would limit the jurisdiction of the federal courts in desegregation cases, seeking to have the Supreme Court reconsider court-ordered busing, and trying to hamper a voluntary desegregation plan in Seattle.

The latest step backwards came in January when the Administration successfully fought for a questionable desegregation plan for Bakersfield, Calif. The plan calls for creation of special "magnet" programs in predominantly Black schools in an effort to attract White students—thereby bringing about voluntary desegregation.

Bakersfield's voluntary school desegregation plan "isn't nearly as innovative, exciting, and meaningful as the Reagan Administration has claimed," observes NEA President Mary Hatwood Futrell. "Similar plans have been tried in the past and, for the most part, they haven't achieved significant desegregation."

But William Bradford Reynolds, assistant attorney general for civil rights, describes the Bakersfield plan as "a blueprint for desegregation in the future without relying on mandatory busing, which does not work anywhere in a very meaningful way."

"We continue to believe that school systems can be desegregated by voluntary means that eliminate racial isolation and improve education programs. Mandatory busing is not acceptable," Reynolds adds.

Teachers, parents, school administrators, and community leaders in Charlotte, N.C., would argue differently. The city of Charlotte and the surrounding county of Mecklenburg merged their school systems in 1969. By 1970 there was still only token desegregation. It took court-ordered busing under *Swann* to

. . . TO INTEGRATION

bring any significant change.

Total school desegregation did not come easily to Charlotte-Mecklenburg.

"The schools were in turmoil," recalls current superintendent Jay Robinson, who was a superintendent in nearby Cabarrus County in 1970. "Achievement test scores dropped, student riots were commonplace, attendance was poor, and community support was weak during the early 1970s."

At the outset, Black students bore the brunt of desegregation. More Black than White students were bused—and for greater distances. Suspension, expulsion, and retention-in-grade rates were higher among Black students. The all-Black Second Ward High School was closed, and in the process school trophies and other memorabilia were lost for a time. Some even say that Charlotte "lost" a generation of Black students. Initially, White student enrollment dropped as students fled to private schools.

"Cross-over" teachers—the first to desegregate teaching staffs—experienced frustration in adjusting to their new environments while trying to help students adjust at the same time.

Art Garrigus became one of the first White counselors at the formerly all-Black West Charlotte High School. He joined the staff in 1970, the year that the student population—via busing—became 33 percent Black, 67 percent White.

"We had one big riot," Garrigus recalls. "I was in the cafeteria pulling Black and White students apart. I saw that there were both Blacks and Whites tugging at the arms of their fellow students saying, 'Hey, let's cool it. We don't want this to happen.'"

The day after the riot, Garrigus says, Black and White students sat out on the campus having what they called a "love-in." The "love-in" was actually a rap session. Students sat around and talked and got to know each other.

"The assistant principal wanted them to go to class, but I told him, 'For God's sake, for my sake, for the school's sake, let's let them go ahead and interact as human beings as they are doing,'" Garrigus remembers.

There were other difficulties and struggles at West Charlotte and elsewhere in the district—but by the mid-1970s the tensions had eased.

The students themselves went a long way toward making desegregation work. Desegregated team sports were a real asset. Charlotte-Mecklenburg had—even before desegregation—a systemwide organization of student government, the student coordinating council. The school system used this council to allow students to have a say in the desegregation process and to interact with school officials.

Nancy J. Pierce

Dorothy Scoggins (left) tells her story to NEA's desegregation study panel. Also testifying is Beverly Logan, another of the first Black students in Charlotte to attend a previously all-White high school.

Another thing that helped was Project Aries. Funded by the federal government's 1972 Emergency School Aid Act (ESAA), the project provided trainers to work with students on human relations skills. This federal program no longer exists. It was one of the victims of the Reagan Administration's drastic cut in ESAA funds when they were rolled into block grants in 1982.

What other factors made for the successful desegregation of the Charlotte schools?

"Our superintendent and our present school board have helped change community attitudes," says Pat Dixon, a Black physical education teacher at Lincoln Heights Elementary School.

"Then there's the pride in our community, the feeling that we in Charlotte-Mecklenburg have always been law-abiding citizens," Dixon continues. "Once the Supreme Court upheld Judge McMillan's ruling, although there were pockets of resistance, we decided to abide by the law."

Today Charlotte-Mecklenburg, the nation's 30th largest school district, buses about 12,000 of its 71,000 students for purposes of desegregation. In the past five years, the gap between Black and White scores on standardized tests has significantly narrowed, as both have risen. School attendance is up—and parent and community support is high. There has been no significant drop in White enrollment in the last five years.

"Busing children from their neighborhoods to schools in other areas of the county will probably always bring opposition," admits Supt. Jay Robinson. "But I know of no other way to desegregate schools until neighborhoods become more integrated."

Three years ago at a testimonial dinner for Judge McMillan and Julius Chambers, the attorney for the plaintiff in the *Swann* decision, the demand for tickets far exceeded the 600 available seats. The school board cancelled its regularly scheduled meeting so its members could go to the dinner. Just a decade earlier, the board had tenaciously fought desegregation.

Elizabeth Randolph, a former English teacher at West Charlotte High and a regional superintendent from 1971 until 1982, says, "Desegregation does work! It has made so many good things possible in our community. Just a little more than a third of our city is Black, yet Blacks serve at every level of government. We recently elected a Black mayor. Neighborhoods have significantly integrated."

"The schools," says Randolph, "have brought people together in a way that no other institution in society could have done."

—Marian Clayton

A Tale of Three Cities

On May 17, the 30th anniversary of the Supreme Court's *Brown* decision, NEA will issue a report on the status of desegregation in three urban school systems: Charlotte, N.C., Austin, Tex., and Seattle, Wash.

An eight-member inquiry panel, chaired by Susie Jablinske, president of the Teachers Association of Anne Arundel County, Md., visited each city to talk with school officials, teachers, students, parents, and other community leaders about the desegregation process.

"We began these inquiries to see what factors make desegregation successful," Jablinske says. "We are not debating the pros and cons of desegregation. It's our conviction that school desegregation is not only a legal and moral imperative, but a vitally important educational goal as well.

"We hope our report may encourage and assist other school systems," she adds, "and renew interest in equal educational opportunity to achieve excellence in education."

Nancy J. Pierce

Harding High School principal Joe Peel (left) shows NEA panel members Raul Grijalva and Susie Jablinske around his school as Association member Marie Steele (right) escorts the team. Panel members not shown in photo: Beverly Cole, Arthur Flemming, Donald Jacobs, Dorothy Jones, Meyer Weinberg, and Don Wilson.

Then and Now in Charlotte

An NEA Staffer Reflects On 30 Years of Change

I remember the morning of May 18, 1954. My father put aside the newspaper and said to my mother, "I don't care what the Supreme Court ruled. It'll be many years before Charlotte desegregates its schools."

My father was wrong. The process of desegregation—and later integration—began almost immediately.

The old Harding High School was close to my home. In fact, I often caught a city bus near Harding that would take me to West Charlotte High. On warm days when my friends and I decided to walk the distance, we'd see school buses on Beatties Ford Road, taking White kids *past* West Charlotte to all-White schools.

We used Harding's stadium for our football games. The dates for our home games were determined by when the stadium was free. The school building itself was off limits to us.

In those days, Black and White students had virtually no contact. We'd read about the achievements of White students in the newspapers. We knew some of their names because we'd see them in our "new" textbooks—discarded by the White schools and sent to us.

One of my most traumatic experiences occurred during my senior year of high school. I was one of four West Charlotte students chosen to discuss teenagers' problems with a group of White students. This was an all-day event at a local civic center—another place I'd never been.

Nancy J. Pierce

Downtown Charlotte, N.C.: vital, upbeat—with public schools to match.

I was petrified. I remember my feelings of inferiority and my hope that "they" would believe I was really OK.

That was in 1955.

When I traveled with the NEA desegregation inquiry team to Charlotte in December 1983, I found many things unchanged—the clock in the bell tower at Johnson C. Smith University, the rolling lawns, the neighborly, relaxed style of local residents, the leaders in school and community—like my former homeroom teacher Elizabeth Randolph—still out front to make things better.

But so many things had changed: I saw Black and White students talking, laughing, studying together, Black and White teachers discussing mutual problems, Black and White students riding the *same* school buses, and Cambodian children very much a part of the mainstream.

I saw integrated housing, Blacks in jobs that were once held exclusively by Whites, a Black man being sworn in as mayor, Blacks and Whites shopping in sprawling malls, a progressive Southern city.

Desegregation does work.

—Marian Clayton

HUMAN RIGHTS

ABC Public Relations

Exploitation, intergroup tensions, and societal limitations on women never change their basic nature. To better understand their enduring impact, watch ABC-TV's "The Dollmaker" on May 14.

Carving Out a Future

A three-hour drama with real potential as a springboard for classroom exploration of human rights will air on ABC-TV the evening of Monday, May 14.

"The Dollmaker," based on Harriet Arnow's 1954 novel of the same name, follows Gertie Nevels (Jane Fonda) as she leaves the hills of Kentucky to join her husband Clovis (Levon Helm) in Detroit during World War II. After enduring hardship and tragedy, Gertie at last turns to her talent for carving wooden dolls to provide the money to take her family home.

Gertie leaves Kentucky reluctantly, postponing her plan to buy a farm for her family. In Detroit, where Clovis Nevels has found work as a mechanic, the family suffers many of the problems common to rural people who have migrated to cities.

Differences in language and values among different nationalities and religions cause stress. Strikes and violent conflicts with management place an additional burden on Gertie's family and her marriage. The products of the consumer age—radios and refrigerators, for example—threaten the family's individuality and values. Mass production, the assembly line, and installment buying combine to leave them dependent. Gertie watches as her children suffer isolation and discrimination.

"The Dollmaker" portrays women's strength in sustaining their families and one another. Tensions arising from religious and cultural differences are set aside in the face of adversity.

The study guide that follows is designed to introduce students to some of the concepts explored in "The Dollmaker."

Grade level: intermediate and high school.

Subject areas: Social studies, economics, English, history.

General objective: To increase students' understanding of human rights and how circumstances affect the exercise of those rights.

Specific objectives:

► To encourage students to think about family roles, sex and class stereotyping, and children's rights.

► To examine the social consequences of industrialization, migration, and war.

► To increase students' knowledge of World War II America.

► To explore the roles of unions in the American economy; the problems of safety and health, wages, and job discrimination; and the roles of large corporations in relation to the rural and small business sectors.

► To bring out the societal roles of folk art, religion, and myths.

Discussion topics:

► When did students' families move to your area? What difficulties did families meet in adjusting to the new place? What do students know—and how do they feel—about the place their families came from? Are they still in contact with people there? Do they ever go back to visit?

► What were the traits of each character in the story? How did the character change during the course of the story? What were some reasons—in the society, in the neighborhood, in the factory, in the family—for those changes? In what ways might the characters have been different if the situation had been different?

Research and writing assignments: Ask students to—

► Choose and find out about a specific time and place in which women's work has been an important part of family income. Report findings to the class, through a talk or a paper, maybe in the form of a diary.

► Compare the problems industrial workers faced in the film with those they face today. What role in solving those problems is (or was) taken by unions? Employers? The government? Ask the local central labor council, federal agencies like the Occupational Safety and Health Administration, or the labor studies department of a local university for information. Perhaps they'll send the class a speaker or let students attend a union meeting.

► Interview people in their grandparents' generation about the war years.

► Write a different ending for the story.

► Write a letter Gertie might have sent to her mother or received from her after moving to Detroit.

Related reading:

► Arnow, Harriet. *The Dollmaker.* New York: Avon, 1972 (paper).

► Chafe, William H. *The American Woman: Her Changing Social, Economic and Political Roles, 1920-1970.* New York: Oxford University Press, 1972.

► Farrell, James T. *Studs Lonigan.* New York: Avon, 1976 (paper). A trilogy exploring the burdens of urban life.

► Steinbeck, John. *The Grapes of Wrath.* New York: Penguin, 1976 (paper). A farm family undergoes the Depression.

► Wright, Richard. *Native Son.* New York: Harper & Row, 1966 (paper). A young Black man's life in an urban ghetto.

Prepared by Roxie Guard, political science instructor, University of Maryland.

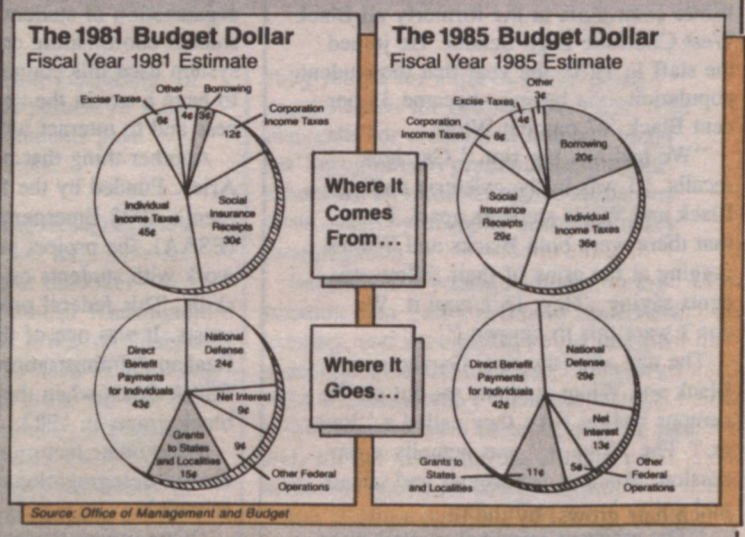
WASHINGTON WATCH

As the 98th Congress continued its second session, a couple of high-priority NEA-backed pieces of legislation moved forward.

One of those—the **American Defense Education Act**—now has the support of a majority of the House of Representatives. As we go to press, 222 House members have signed on as cosponsors of the ADEA, which would provide billions of federal dollars to school districts for locally designed improvement programs.

The House Subcommittee on Elementary, Secondary, and Vocational Education has approved a bill—HR 4164—to reauthorize the soon-to-expire **Vocational Education Act**, which spells out the programs under which some $735 million a year in federal funds are now appropriated. The new bill anticipates funding of up to $1.5 billion a year for vocational education. During the committee markup session, NEA won amendments providing for 80 percent of the funds to go directly to local school districts, restoring set-aside in current law, and strengthening provisions for sex equity and programs for handicapped students. Similar legislation is pending in the Senate.

Meanwhile, House and Senate budget committees continue hearings on the **federal budget** for the 1985 fiscal year, with a target date of May 15 for a first budget resolution. The $15.4 billion total that President Reagan has proposed for education, while purporting to respond to the call for excellence, mostly just shifts money around—away from the poor and minorities and into state block grants. Congressional hearings have shown that most school districts are using these no-



strings-attached block grants to buy equipment, rather than to hire teachers who might have to be laid off when the budget ax falls again. A minimum of $21 billion is needed in 1985 just to offset the 25 percent loss of purchasing power since 1980 and maintain programs at that year's levels. The charts above show the way Reaganomics has redivided the federal pie since 1981.

NEA has persuaded the federal Environmental Protection Agency (EPA) to speed up and intensify its efforts to rid the nation's school buildings of cancer-causing **asbestos**. On the afternoon of February 22, following a morning press conference at which NEA President Mary Hatwood Futrell charged the EPA with dragging its feet on asbestos clean-up, the agency announced it will adopt new standards to ensure that "human health is protected."

Citing the threat posed to over 3 million students and almost 650,000 teachers and other school employees, Futrell announced NEA's intention to file a "citizens petition" asking EPA to issue a regulation requiring elimination of hazardous asbestos from public schools. The petition would be one part of a comprehensive new NEA action plan to attack the asbestos problem. The plan also calls for coalition-building, collective bargaining, research, and publicity on the school asbestos menace, as well as lobbying of the Administration and Congress to fund legislation to provide federal grants and loans to help states foot the high cost of asbestos removal.

As we go to press, the Administration is once again in active pursuit of Senate votes on **school prayer** and **tuition tax credits**. School prayer proponents scheduled prayer vigils and sit-ins in Washington as NEA and allied church and education organizations worked to persuade Congress that a constitutional amendment reinstating prayer in public schools would violate the separation of church and state. The tuition tax credit proposal was already voted down once in the Senate (59 to 38) last November.

IN THE CLASSROOM

Head Lice Are Equal Opportunity Pests

They'll Like Your Students—and You—Regardless of Race, Sex, National Origin, or Socioeconomic Status

Head lice don't even care if their victims shampoo every day. The head louse (*pediculus capitis*) is a parasitic insect that wants from life only the opportunity to park for 16 to 27 days on a human scalp and obtain sustenance (i.e., blood) from it.

In their short life spans, females lay from five to ten eggs, or *nits*, each of which is attached—actually *cemented*—to a human hair, as close to the scalp as possible. After eight to eleven days, the nits hatch into new head lice. Given the rate at which hair grows, by the time a nit hatches it's about ¼ inch from the scalp.

For unknown reasons, head lice have seen a resurgence in recent years in the United States. They're even turning up on the heads of Black people, who were thought to be immune. Unlike body lice (rare in the U.S.), head lice carry no diseases. And unlike pubic or crab lice, head lice imply nothing about sexual activity. They're simply a nuisance, because their saliva causes the host human being's scalp to itch.

The condition of having head lice is called *pediculosis*. It's of concern to school people because head lice are more likely to settle on the scalps of young children than of adults. The way the lice travel explains why. Head lice move from human head to human head (*not* from animals, by the way) on any available *rough* road, such as hair or strands of wool or the teeth of an ordinary comb. The louse needs something to catch on to. It can't fly or walk across a smooth, even surface.

Children in the primary grades are more likely than other children—or adults—to have head-to-head contact with one another. They play roughly and swipe each other's hats and combs. They can even make head-to-head contact with teachers who wear their hair long and bend over to look at students' work.

Pediculosis has the potential for becoming epidemic, especially in elementary schools. But that's not likely to happen in schools where staff realize "it *can* happen here." Sensible precautions *(see box)* will head off the disease or at least limit its scope.

If pediculosis does turn up, classroom teachers should function as an early warning system. Teachers who notice a child with an unusually itchy head can send him or her to the school nurse for examination—or have a look themselves. They probably won't see adult lice, which are tiny and fast moving. What they will see are the brownish-white nits. These are distinguishable from dandruff or hair spray particles by the fact that they can't be moved—they're cemented on.

Fortunately, parents can treat pediculosis successfully with nonprescription liquids or gels, sometimes used in conjunction with special fine-toothed combs. When applied to the scalp for a few minutes, these preparations kill both the lice and the nits.

The school nurse, a pharmacist, or the family doctor can recommend specific nonprescription medications. There are also drugs that are only available by prescription.

Whatever the treatment, reinfestation can easily occur. In fact, the success of treatment depends on the degree to which parents follow directions not only about medications but also about cleaning the affected child's clothes and vacuuming upholstered furniture and shaggy rugs. Teachers can help keep tabs on these activities, too.

—Nancy R. Needham

Keeping Your Classroom Louse-Free

***Before* you've spotted a case:**

- Arrange coatrooms so children never have to pile outer garments, especially hats and scarves, one on top of the other. (Have them hang them on the backs of their chairs if necessary.)
- Look out for the primary symptom of pediculosis—unusual head-scratching.

***After* you've spotted a case:**

- Report any suspected case immediately to the school nurse or other school health authority.
- Make sure the affected child stays home until he or she brings a note from a parent or doctor describing the treatment undertaken.
- Make sure a child who's been treated is examined for reinfestation 11 days after the initial treatment. (If there are any nits within ¼ inch of the scalp, the treatment hasn't worked.)
- Make sure affected children do not share lockers with other students until they've "passed" the reinfestation test.
- If reinfestation occurs, work with the school nurse to make sure that the child is again excluded from school until he or she has been re-treated.

Tell students *never* to:

- Use another child's comb. (In fact, discourage primary children from bringing combs to school at all.)
- Borrow or put on another child's cap or scarf.
- Use bedding that another child has used or is using.

—National Association of School Nurses

Resource

Pfizer, Inc., manufacturer of RID, a nonprescription drug for head lice, has developed a free educational kit, "Lice Aren't Nice," for classroom use in grades 3-6. Each kit contains filmstrips and duplicate masters for student activities and a letter to parents. To order, school health officials should write to RID, Pfizer, Inc., 235 E. 42nd St., New York, NY 10017, indicating how many classroom kits are needed.

Temperatures Rising

Another disease has been sweeping schools with relentless regularity, not just in recent years, but probably for as long as schools have existed. It can affect teachers as well as students. It's tough to control—and impossible to cure. It's spring fever.

No challenge, however, can long thwart a dedicated teacher. NEA member Kayetta Meadows, who teaches kindergarten at Hinton Area Elementary School in Gilmer County, W. Va., offers some timely suggestions for wrestling with spring restlessness.

On the first nice days each year, "the kids want to be outside, so take them out—and keep them learning," she advises. Meadows nominates art, music, phys ed, and science as good subjects for outdoor learning and suggests, "Use field trips to look for signs of the changing season."

For indoor teaching, Meadows and her colleagues recommend rearranging the classroom, changing the daily routine, bringing in unusual foods to taste (or to cook outside if possible).

When students have finished their work or just get restless, some teachers let them draw from a box of slips listing the class's favorite activities. Others fill a box with colorful travel brochures: discussing one drawn at random can keep students learning some geography or history.

Have relevant videotapes for days when students are restless, other teachers suggest. Ask students to report on what they want to do next summer: their minds can go outdoors while they plan, research, and write or speak.

The whole school can mount a campaign against spring fever by having a Crazy Hat Day or a Western Day—in which teachers as well as students participate.

Resource teacher Joyce Gardner of Draper (Utah) Elementary School takes spring walks with her students—and goes right on teaching math or reading. ("If three people live in this house and five live in that one . . . . Count the fenceposts on this side of the road, add 2 and divide by 3. . . .What does the sign say you can buy in that shop?")

Shirley Westbrook teaches sixth grade math, science, and social studies at Hope Sullivan Elementary School in Southaven, Miss. "Science fairs," she says, "get us from after the Christmas vacation to after spring break, because we send the best projects from our school to the district fair. Even the students who don't have a project entered usually have a friend who does, and they stay excited."

And West Virginia's Kayetta Meadows adds some first aid teachers can try when they start to feel spring feverish themselves: get a new hairstyle or haircut, bring in a living plant or fresh flowers for their desks, sip an herb tea instead of coffee at break time, get some outdoor exercise, and try a different instructional magazine.

—Jane Power

State Side

PACIFIC

At 15 minutes before strike time, the job action was still "on." The Hawaii State Teachers Association (HSTA), the University of Hawaii Professional Assembly, the United Public Workers, and the Hawaii Government Employees Association were set to begin a statewide public employees' strike at 6 a.m. on February 22. Management, led by Gov. George Ariyoshi, had refused to budge from its "first and last" salary offer—0 percent the first year.

Then, at 5:45, union leaders and the governor announced tentative agreement. The scheduled statewide school closing was cancelled. Life in Hawaii continued as usual.

The contract provides all four unions a raise of 3 percent the first year and 2 percent the second. A healthy 77 percent of HSTA's 8,800 members turned out a week later to ratify the proposed contract by a ratio of three to one.

NORTHEAST

The Maine Teachers Association (MTA) is applauding Gov. Joseph Brennan and his Commission on the Status of Education in Maine, whose preliminary recommendations for improving education call for a $38 million increase in the state budget to fund raises for teachers.

The new salary schedule would boost base pay for starting teachers from the current $11,031 to $15,000 by September 1985. Maine now ranks 46th in the nation in average teacher salary.

After the governor asked MTA for help in determining new revenue sources, the Association suggested a one-cent hike in the state sales tax to fund the salary increase.

The 15 other recommendations by the governor and his commission largely support Association goals, including a proposal to appropriate $300,000 to meet equipment needs of the state's vocational technical institutes, overhaul certification for teachers and administrators, and provide a tax credit to businesses employing teachers during summer vacations or sabbatical leave.

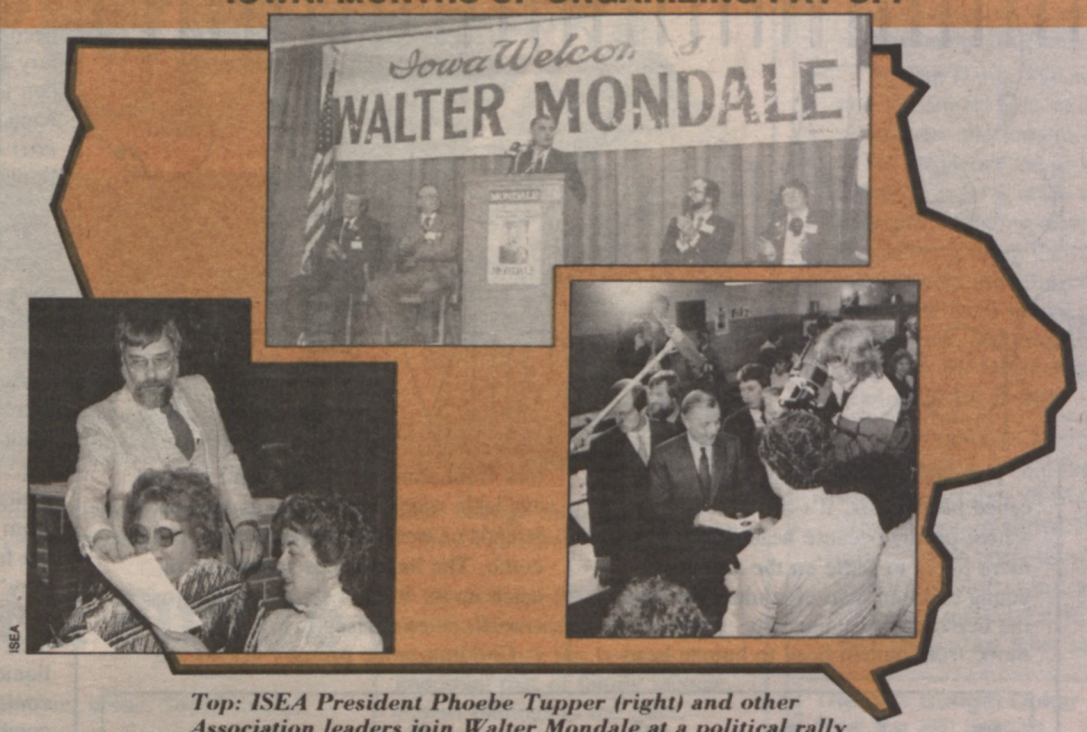
Topic A on the Massachusetts Teachers Association's agenda this winter has been the legislature's wide-sweeping proposals for education reform. Under consideration, among a host of other issues, are measures to lengthen the school day and year by 10 percent, allow teachers to retire earlier, streamline the tenure statute, and modify the way the public schools are financed with an eye toward increasing the state share of school funding.

The Association has done its homework. MTA has armed itself with a 30-page booklet that reflects its members' thinking on issues ranging from curriculum to school finance.

Since last October, MTA members in sample communities have been surveying the public, school administrators, and classroom teachers, trying to determine public sentiment on key questions. MTA also convened a special delegate assembly in January to discuss and adopt formal Association positions for inclusion in the new booklet.

Reflecting survey findings and the delegates' views, the booklet will go to the legislature and media to put across the Association's positions.

IOWA: MONTHS OF ORGANIZING PAY OFF



Top: ISEA President Phoebe Tupper (right) and other Association leaders join Walter Mondale at a political rally at North High School in Des Moines. Bottom left: Nick Benzing, a Neola teacher, distributes information at a training session in Anita. Bottom right: Mondale greets teachers at a political rally a week before the caucuses.

ISEA Key to Mondale Win in Caucuses

Walter F. Mondale wasn't the only winner in February's Democratic precinct caucuses in Iowa.

The former Vice-President's smashing victory—he outpolled his nearest rival by a three-to-one margin—was a direct tribute to the organizing skill and savvy of Association members in Iowa.

"Members of the Iowa State Education Association must share our victory," noted Mondale's Iowa coordinator, Joe Trippi. "It was their hard work and support that made our showing so successful."

"The only way to win in our almost 2,500 precinct caucuses is by organizing, and that's what we did," says Phoebe Tupper, ISEA president. No single union or Association in the state had more members out to the caucuses than ISEA's 6,000.

The Association had started training members in caucus procedures months ahead of time, via more than 200 political training sessions. Meanwhile, other volunteers were sending out letters and staffing 21 phone banks across the state, urging the 10,000 ISEA members who are registered Democrats to support Walter Mondale, the candidate NEA's Board of Directors last fall voted to back for the Democratic nomination.

Volunteers urged GOP members to attend their party caucuses and press for platform proposals to further excellence in education.

A call also went to every ISEA member recorded as independent. Many of these members had changed their registration to Democratic and were eager for information on how to participate in their new party's caucuses.

"While grassroots political work isn't always fun, the feel of victory is great," says Ken Tilp, a French teacher at Valley High School in West Des Moines. "I look forward to working in the 1984 Presidential election."

MIDWEST/WEST

"Across the wide Missour-eye," where it passes between Kansas City, Kans., and Kansas City, Mo., stretches Metro NEA, a coalition of metropolitan-area locals affiliated with Kansas-NEA or Missouri NEA.

Founded in 1979-80 to coordinate collective bargaining, Metro NEA now comprises 8,000 teachers in 24 local associations. The largest local on the Kansas side is NEA-Shawnee Mission; on the Missouri side, the North Kansas City Education Association.

During American Education Week last year, Metro NEA ran public service TV announcements featuring six players from the Kansas City Chiefs, Comets, and Kings—all competitors who began their careers in public schools.

Almost everyone in Metro Kansas City knew who the players were. Now they know who Metro NEA is. Metro NEA believes it's the only coalition in the country that spans two NEA state Associations and two NEA regions.

Besides collective bargaining and public relations, Metro NEA also coordinates political action and membership promotion for its member locals. Its activities are funded by small per capita dues and by project grants from NEA, Kansas-NEA, and Missouri NEA.

MID-ATLANTIC

With the Kentucky Education Association nodding its approval, Martha Layne Collins—elected governor last November—has abandoned her campaign pledge not to request any new taxes. In a late-January address to the General Assembly, the former teacher asked legislators to raise taxes by $324 million over the next two years and to earmark $226 million of that increase for education.

"We have heard the people of Kentucky speak clearly," Collins told school board members at a rally to support her new program. "They want better schools. You want them. I want them. We will have them."

Among Collins' proposals are testing of all students in basic skills, mandatory kindergarten attendance, expanded remedial help (including the training of hundreds of teacher assistants), and state-funded scholarships for top high school graduates. The governor also wants to initiate a "career ladder" for teachers.

"KEA is generally supportive of the governor's proposal, but we have serious concerns about her career ladder proposal coupled with only a 5 percent annual salary increase for teachers," comments KEA President Jon Henrikson.

SOUTHEAST

The Tennessee legislature has passed a teacher career option plan in place of the merit pay scheme that made headlines across the country when Gov. Lamar Alexander proposed it a year ago.

The original scheme was tabled for further study, thanks to a successful lobbying effort by the Tennessee Education Association. TEA argued that teachers had been frozen out of the development of the governor's educational reform package.

TEA has hailed the 10 percent pay increase that's included in the reform package passed by the legislature. The Association also managed to protect teacher tenure, bargaining rights, and certification procedures.

TEA is "extremely comfortable with the legislature's plan," says Association President Marjorie Pike.

Meet:

Charles M Spinner

Lynne Sladky

Gravely Serious About History

Chuck Spinner teaches U.S. history at Normandy High School in Parma, Ohio, a largely Catholic and heavily Slavic community of 100,000. Normandy is one of three high schools in the school district, which also includes the smaller cities of Parma Heights and Seven Hills.

Once one of Cleveland's fastest-growing suburban school districts, Parma is now losing students. Secondary school enrollments have dropped from a peak of 7,500 students in 1972 to 5,800 this year and are projected to fall to 3,400 by 1990.

Spinner, 37, a member of the Parma Education Association and veteran of 15 years in the classroom, recently talked with NEA Today *assistant editor Bill Fischer.*

How have declining enrollments affected you and your school?
We've had a number of RIFs in the past several years, and some schools have closed. Normandy High—only 15 years old—might close in 1987. There are eight history teachers in the district who would be laid off ahead of me.

This year is the first that seniority lists have been published, so that's created some anxiety. When I started teaching, there was little emphasis on achieving tenure, but in recent years some teachers with 20 years' experience have been RIF'd, so now everyone that's qualified makes sure they apply for tenure.

Does the fact that few new young teachers come into your school affect education here?
Younger teachers usually have more free time to handle extracurricular activities. An older faculty tends to have a lot more responsibilities outside the school, with their families and other community interests. On the positive side, our faculty (mostly in their late 30s and 40s) has been together for a while. We know each other professionally and often socially, and that makes for a close-knit, sort of family atmosphere. For example, my wife, Patrice, has helped chaperon the ski club for six years.

How did you get into teaching?
I was studying to be a priest and about my junior year in college I changed my mind. After I graduated, I landed a job at Parma High School—that was in 1968. I joined the Normandy faculty in 1972.

What is your teaching philosophy?
It's built around four major influences. The seminary emphasized the importance of people working together. Coaching competitive sports (currently girls' basketball) has helped me understand the need for students to develop a high level of self-motivation. Then there's a pilot learning program I helped establish in our school system that emphasizes education through inquiry—it's really using any method you can to get kids to want to learn. And the latest influence has been my ten-year-old son, Scott. Watching him grow up and go to school, I've seen how much teachers have affected him.

Students often tend to think of history as "boring." What do you do to make it interesting?
You almost have to trick some students into learning so they don't even realize they're learning till after the lesson is over. I've found, for example, that the study of cemeteries is an effective teaching method.

How do you work cemeteries into the study of history?
There's a lot to be learned from cemeteries. In many ways they're reflections of society's values. Studying cemeteries has really caught on with my students. Periodically we travel to local grave sites where we take rubbings off the tombstones. Often we'll study epitaphs and I'll have my students write how they would want to be remembered.

In another way, being in a cemetery reminds students that they're not immortal, and that idea sometimes leads them to evaluate their own lifestyles.

What are some other techniques you use in teaching history?
In the past, for example, when we've studied population growth, I've set up a phone conversation between my students and Paul Ehrlich, a professor of biological sciences at Stanford University. When we studied public opinion polls, I arranged for George Gallup to speak to the students over the phone. For my slow learners, I brought in a porta-phone that students could use to call the local library for research material. During the Bicentennial celebration, the entire faculty dressed up in early American costumes.

I also try to provide some rewards for my students, to increase motivation. Students who are good in English, for example, can work on the yearbook and student newspaper, but those who like social studies are often limited to classroom work. So I encourage students to participate in the National History Day essay competition. We recently took a field trip to Fort Niagara in New York State.

Lynne Sladky

You have one class of advanced students and three regular classes. Does your teaching approach change?
I do a lot of lecturing in my advanced class, but that won't work in the other classes. My past work with slow learners has also helped me adapt to the different levels of students.

I remember one particular group of slow learners that I tried to interest in debate. After I set up a debate with another school, I wondered if my students would show up at all. And if they did, I was afraid they'd antagonize the opposing team and want to settle the debate question in the street.

What a surprise! They all showed up, smartly dressed. They really debated well (even though we lost). Afterwards we all had breakfast together. I had found a way to motivate them, and they responded.

Lynne Sladky

What disturbs you most about teaching?
I really regret that a number of teaching friends have left the profession for more lucrative work. They were just frustrated with low salaries and wondering if they'd be RIF'd. A friend of mine who plays for the Cleveland Browns says he can't understand why teachers are paid so little for what they do.

Do you have any personal frustrations related to teaching?
The lack of time to recharge, to read and travel so I can keep up with the subject I teach. Luckily, I've won a couple of awards that have allowed me time off to study and travel.

What kind of awards?
In 1979, for example, I was named a Martha Holden Jennings master teacher. That carried with it a $3,000 cash award and a paid half-year sabbatical.

What did you do with the time off?
I've always been interested in the American Indian, so I spent a lot of time studying and visiting some historic sites. I discovered that an Indian chief, Joc-o-sot, fought in the 1832 Black Hawk War, near my hometown of Naperville, Illinois.

Has the widely publicized report of the National Commission on Excellence in Education had any impact in your school?
It has. Our curriculum review committee, which I'm a member of, recommended that the number of units required for graduation be increased from 17 to 20. We've also adopted a three-track curriculum—vocational, comprehensive, and advanced studies. Even before that we dropped a lot of 'fad' courses—nine-week units—in favor of more semester and year-long courses.

Are there any tangible examples of how your students and school are doing?
Well, just last year four of my U.S. history students scored the highest combined marks on the Ohio Scholastic Achievement Test, and we won the district National History Day contest for the best historical essay. Normandy's also been cited for its chemical dependency program, to alert students to the dangers of drug abuse. Our art programs, drama, media center, yearbook, and choirs—among others—are often cited as outstanding. I think we have a very good school.

Rural Roundup

Local Look

COLORADO

Small, nonbargaining rural locals in Colorado are banding together in groups of five or six, called *rural program delivery units* or *RPDs*. Their purpose is to make themselves more visible targets for services from the Colorado Education Association, says Lynn Apai, coordinator of an RPD that serves four locals in Colorado's Northeastern UniServ unit.

"Because we're so widely dispersed," she explains, "workshops offered by our UniServ unit on topics we need to know about—membership promotion, for example—are likely to be in a place that's too far away for anyone to attend."

Apai's local, the West Yuma Education Association, has already profited from its membership in an RPD, which made it possible for the first time for members to attend a workshop on budget analysis.

"The workshop taught us how to look for surpluses squirreled away in the district's budget," Apai says, "and when we found one, we persuaded the board in our meet-and-confer sessions that the best way to spend it was on teacher salaries." West Yuma teachers got increases in their base salary and increments, plus a $200 bonus each.

NEW YORK

"There's no place for favoritism and inequity in the expenditure of public school funds," reads the neon sign on Route 417 going into Addison.

The Addison Teachers Association has rented the sign as a way of speaking out to the community about issues ranging from hazardous asbestos in the schools to administrators' inordinate raises to teachers' unsettled contract.

The messages, which are changed every two or three days, reflect teachers' growing concern over having worked without a contract since last June 30. Negotiations have finally reached the conciliation stage, reports ATA President Michele Gordon, though 22 separate issues await arbitration and 11 charges of unfair labor practices are pending against the district.

IDAHO

Located about 160 miles northwest of Idaho Falls, on the Montana border, the 60-member Salmon Education Association (SEA) is nothing if not rural. Its surroundings are a center for hunting, fishing, skiing, and—above all—white-water rafting.

But although it's remote, SEA is far from isolated. It competes in Idaho education's big leagues—and wins. In 1983 for the first time, Idaho's large locals bowed to a rural association in competition for the Idaho Education Association's annual public relations award. SEA walked away with the prize, not just in the small locals division but overall.

Among SEA's prize-winning PR initiatives:

► Calendars of suggested summer activities for students (from "Pick up cans, bottles, etc., for a day. See how much junk you can pick up in your block" to "Use the microfilm machine at the library to read the newspaper for the week you were born.")

► A brochure for parents on children's self-image

► Regular weekly newspaper items highlighted by a distinctively lettered heading, and a three-times-a-day public service radio announcement, changed monthly.

The community relations program has gotten results, says SEA President Liz Lim. "Several community action groups have asked us to work with them. We've established a good rapport with the community, and we're being recognized more and more as a vital organization here. People may not always agree with us, but at least they realize what we stand for."

PENNSYLVANIA

Parents were the catalyst that brought about a long-awaited settlement this winter after teachers locked horns with a union-busting rural school board.

For two years the 147-member Greater Nanticoke Teachers Association had tried "everything short of violence" in its attempts to negotiate a new contract, according to Association President John Kashatus.

That included a 25-day districtwide strike in September 1982, followed by a total of six months of strikes against selected schools around the six-school district, plus a refusal by more than 20 teachers to serve as advisors for extracurricular activities.

When all this failed to sway the school board, Nanticoke teachers reached out to a new ally. They began holding informational seminars for parents, asking them to consider why their children weren't being offered a student government, a school variety show, a yearbook, or a newspaper.

Finally an angry group of parents stormed into a January negotiating session to demand that the two sides reach an agreement that night.

They did. The four-year agreement was ratified by a better than two-to-one vote that same week. It provides for 4.5 percent annual pay increases retroactive to 1982 and 6 percent increases in the next two school years. The new contract also improves health and life insurance benefits.

NORTH DAKOTA

Surrey Public School's cross-country team will work out in new sweatsuits this spring—thanks to the Surrey Education Association.

The 14-member local sponsored a spaghetti supper and bingo night that attracted more than 300 of Surrey's 1,000 residents and raised over $500 for the K-12 school's athletic department. That effort prompted the North Dakota Education Association to present SEA with one of its annual public relations awards.

"The 400 kids at Surrey deserve the best," says Barbara Schultz, SEA president. "We want to help them get it."

SEA's future plans call for buying ads in the school newspaper and annual, selling cotton candy at school events, and holding an inservice dinner for teachers this spring.

IN NORTHERN ALABAMA

Scottsboro Plays the Big Time

Harold Rose

The Scottsboro school team—teachers, support staff, administrators, and board members—gathers in the town square, undaunted by rain and blustery winds. A cooperative spirit, together with strong community support, is bringing new energy to Scottsboro's schools.

Educators in Scottsboro, Alabama, know the meaning of teamwork—and what a team they have!

The Scottsboro Education Association (SEA), the Scottsboro Educational Support Personnel Organization (SESPO), the PTA, and the entire rural community of 15,000 joined together in 1982 to elect five friends of education in the town's first school board election.

Until then, Scottsboro's schools had suffered under an appointed board that frequently enacted policies contrary to community and educator interests. In 1981, on the superintendent's recommendation, the board had RIF'd 17 of Scottsboro's 200 teachers, plus five support personnel, claiming that dire financial straits left no other choice.

The Association analyzed the district's budget and found the RIFs were unwarranted.

"That school board move caused an uproar in the community," recalls Eleanor Muse, then SEA president. "In a very short time, the board realized it was facing a fight."

Parents organized a group called Save Our Schools and set up picket lines around the schools. The walkout lasted two days.

SEA, SESPO, and 3,100 of the town's 3,200 students honored the picket lines.

"It was a real parent-teacher-community effort," Muse adds.

The board relieved the superintendent of his duties in May 1981 and eventually restored most of the teaching and support positions.

At this point, SEA joined with parents to work for an elected school board. In Alabama, such a change requires approval by the state legislature. The community pushed the bill through, winning passage that same spring.

As the first school board election approached, educators, community, and students once again worked together—this time on political action. The five-member board elected in November 1982 has the complete support of SEA and SESPO—and has proven highly supportive of community needs.

"We have a good working relationship with both the present board and the superintendent," reports Association President Elizabeth Haas.

Now Scottsboro's educators are looking to improve education at the state level. In late February, several Association members traveled to Montgomery to testify on the state superintendent's new plan for excellence in the schools.

Explains Haas, "We want to be sure that whatever plan is adopted protects the best interests of our students and educators."

THE APPALACHIAN EXPERIENCE

RURAL EDUCATORS: READY TO FISH

Andrew Garrison

Appalachian folk may not always be subtle, but they sure know how to make a point—and make it stick.

An old Appalachian angler, the mystery of the county, routinely returned with enormous catches—even on days when everyone else moped homeward empty-netted. When the new game warden arrived in the district, he heard the legend. Soon after, he got the chance so many had craved: the man asked the young warden to go fishing.

Out they went. As they drifted toward the middle of the lake, the mystery man suddenly took a stick of dynamite from his pocket, lit it, and tossed it into the water. Boom!

Immediately the water was filled with stunned fish that the old man calmly netted and dumped in the boat. The outraged warden ranted and raved. Whereupon the old fisherman took out another stick of dynamite, lit it, handed it to the warden, and asked, "Are you going to keep talking or are you going to fish?"

This is the same question rural educators are posing today. Are we going to keep talking about the unique problems of rural schools and the need for reform—or are we going to fish?

Rural educators have heard enough talk, listened to too many empty promises. And they're tired—of inadequate staffing, scarce professional resources, limited curriculums, high poverty levels, ill-conceived federal programs, government indifference, national neglect.

Neglect. In *Night Comes to the Cumberlands,* University of Kentucky professor Harry Caudill wrote of mountain people isolated by grim climate and tough terrain. The book's focus was Caudill's native eastern Kentucky. But he could just as well have been writing of southern West Virginia, eastern Tennessee, western North Carolina, southwest Virginia. Regions misunderstood and viciously stereotyped. Regions connected by a common feeling of neglect.

Neglect. That's the element that makes Appalachia a microcosm of rural America. It's the link between Clinch Valley, Tennessee, and Elk River, Idaho, and McCaulley, Texas, and Amana, Iowa, and Birch Creek Village, Alaska, and Disappointment Creek, Colorado.

Neglect. Caudill wrote *Night Comes* in 1963. A full 20 years later, speaking at a regional instruction conference in Abingdon, Va., he had no reason to change his theme. And his audience at last August's two-day program—sponsored by NEA, the North Carolina Association of Educators, and the Virginia Education Association—knew exactly what he was talking about.

As classroom teachers, they had felt that neglect firsthand. And they'd seen the effects on the children they serve.

"We're not understood—not at the state level, not at the national level," says Sharon Stewart, who teaches fourth and fifth grades at Crossnore (N.C.) Elementary School. "Our funding problems hit hard precisely because we're so culturally isolated. Our county has one art teacher and one music teacher for *eight* K-8 schools. My students see those teachers roughly three days every two months."

Stewart must also contend with 15 to 20 school cancellations a year. The reason: mountain roads left uncleared after snowfalls. For Sandra Norris, who teaches English and journalism at Castlewood (Va.) High School, the snow days are compounded by high absentee rates during peak crop seasons.

The problem goes beyond ensuring that the tobacco gets planted, points out Patricia Robinette-Ramey, Norris's colleague at P.V. Dennis Elementary School in Grundy, Va.: "Almost all my students have home gardens. And those gardens aren't hobbies, as they might be in suburbia. The kids aren't frivolously skipping school—they're making sure they'll be able to eat."

These aren't problems that any of the glut of reports on the nation's schools address. And that's no surprise. Jonathan Sher, associate dean of the school of education at North Carolina State University and a guest speaker at last year's regional IPD conference, knows the pattern: "Just as country roads have been routinely left off national maps, so too the country schools have been routinely left off national agendas for education."

Sharon Stewart makes the same point more simply: "We feel left out."

Why are the Sharon Stewarts—and their students—left out? A perplexing question—especially given national demographics. Two-thirds of all school districts, one-half of all public schools, and one-third of all teachers serve rural constituencies. And the rural population continues to grow dramatically. The 1970s brought a net increase of three million to rural America—a growth rate exceeding that of metropolitan areas by 40 percent.

Sher, one of the most articulate advocates for rural schools, argues that exploiting both the natural and human resources of rural America "has become a national priority" and that the treatment of rural educators reflects this priority.

Writing in a recent issue of *Phi Delta Kappan*, Sher suggests that the root problem is this nation's disdain toward rural people: "If those in power don't care about rural children, why should they care about rural educators? There's no mystery here, only cruel logic. After all, why care about the shepherd if you don't care about the sheep?"

Maybe Sher's analysis explains why last year's IPD conference in Abingdon revealed—above all—the resolve of rural educators to counter this contempt. Participants pledged that Appalachian culture would become part of their curriculums. And the strength of rural communities—the tight family bonds, the communal intimacy, the character that comes of struggle in mines and fields—would serve as classroom resources, the catalysts for discussion and reflection.

Appalachian teachers are ready to fish. They'll push hard for implementation of many of the recommendations recently put forth by the American Council on Rural Special Education. They'll fight for innovative programs to attract teachers (of such subjects as math and foreign languages) who are in high demand elsewhere but have little incentive to teach in rural schools. They'll urge colleges of education to put greater emphasis on appropriate training for rural settings. And they'll fight for federal support of cooperative efforts among districts.

And while they await reform, they'll persevere, knowing that their efforts in the classroom will become part of the heritage so movingly captured by the poet Mittie L. Jordan:

I was born a mountain child
Born of mountain farmers
Strong people who know that it is hard
To produce a harvest from a rock
Strong solid people
Who believe enough to try.

Rural educators believe. They'll try. And they'll get that harvest. They'll get a better one when we as a nation start removing the rocks instead of placing them in their path.

—Carl Luty

Reuben Fernandez

Black Appalachian children suffer the consequences of what IPD conference participant Ed Cabbell calls their invisibility: "As part of a neglected minority within a neglected minority, they're often denied meaningful educational opportunities."

Faces of Appalachia

The color photos on this page are from *Portraits and Dreams: Photographs by Appalachian Children,* produced by Andrew Garrison and Wendy Ewald and available in both filmstrip and ¾-inch videotape from Appalshop, Inc., 306 Madison St., Whitesburg, KY 41858 (606/633-0108).

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RESOURCES

Idea Exchange

Good Behavior Grows on Trees

Too often students are not rewarded for good behavior, says fifth-grade teacher Romona Battle of Waycross, Ga.—but that's not the case in *her* class at the Crawford Street Elementary School.

Battle, who is her district's 1983-84 Teacher of the Year, keeps an unusual tree in her classroom: its leaves are envelopes, and each one holds the description of a reward the class can earn.

At the end of any day when fewer than three students have had their names written on the board for misbehaving or not turning in their work, a student gets to draw a number (it may be anywhere from 5 to 100) from the points bowl. When the numbers drawn add up to 250, a student gets to pick an envelope off the tree. The slip inside may read, for example, "No homework for two days," "15 minutes of free play," "art project," or "play records."

Romona Battle

In the two years her program has been in effect, Battle says, she's seen a change in students' behavior. "They really push to get those points for the class," she reports. "I'll hear them ask a classmate, 'Why didn't you do your homework? We need points.'"

Coin a Phase

With a handful of coins, the U.S. Mint points out, a class can step into any phase of history or geography—and National Coin Week, April 15-21, is a great time to do it.

Coins showing the heads of U.S. presidents and of monarchs from other lands and times, from Alexander the Great to Elizabeth II, are good starting points for discussion and research.

What's more, the composition of coins can lead into study of history and economics. U.S. nickels, for example, have usually been made of 75 percent copper and 25 percent nickel, but during World War II they contained much less copper and nickel. Until 1982, cents were generally 95 percent copper. Now copper has become expensive, so pennies are copper-plated zinc.

Interest in coins, the Mint says, can lead students into reading, mathematics, and classification. A good basic book for children is Seymour Reit's *Coins and Coin Collecting* (Golden, 1965). Also useful is the booklet "Basic Knowledge for the Coin Collector," available for $3 from *Coin World*, P.O. Box 150, Sidney, OH 45367.

The Mint furnishes information about the coins and medals it has produced—for a list, write the Office of Marketing, U.S. Mint, 501 Thirteenth St., N.W., Washington, DC 20220.

To find good coin collections near you that your class might visit, contact the American Numismatic Association, P.O. Box 2366, Colorado Springs, CO 80901.

Getting the Word

Memorizing vocabulary can be a tough part of learning a foreign language—or it can be fun. John Andrews, Jr., of St. Bernard, La., has found ways to make it attractive to his Spanish and French classes at Beauregard High School.

Since song lyrics are usually easy to remember, Andrews takes simple melodies and adds lyrics listing words for, say, animals, numbers, fruits and vegetables, eating utensils, or parts of the body. By the time students learn the song, they know their vocabulary too.

At the beginning of a new lesson, Andrews' students learn the vocabulary for that lesson by playing a Lotto-type game. First they make their own boards, each one drawing a square grid of a certain number of spaces and choosing words from the vocabulary list to write in each square. Then, as Andrews calls out the words, the students mark the ones they've written in their grid. The first student to mark words in a straight line or in all four corners—or in some games, all the words on the board—pronounces and translates the words on his or her winning board.

Stopping the Buck

Planning to celebrate May 8? You may want to—it's the 100th anniversary of the birth of our 32nd President, Harry S. Truman. Missouri NEA is observing the centenary of Missouri's favorite son with a statewide essay contest on "Why Harry S. Truman Will Be Remembered as a Great American President" (cosponsored by the Harry S. Truman Farm Home Foundation and Calarimo Marble Art, Inc.).

Bettmann Archive

You may not have time to sponsor a contest statewide, but you can still hold one in your class or your school or think of other ways to join in the celebration.

To get you started, West Plains, Mo., librarian Lorene Hawkins suggests you check your school or public library for the following books suitable for students:

Judson, Wilma J. *Harry S. Truman: Missouri Farm Boy.* Bobbs-Merrill, 1973.

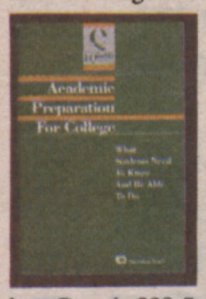
Martin, Ralph G. *President from Missouri: Harry S. Truman.* Julian Messner, 1973.

Milton, David. *Harry S. Truman: The Man Who Walked with Giants.* Independence Press (Independence, Mo.), 1980.

Free or Inexpensive

GUIDANCE/CURRICULUM

Academic Preparation for College: What Students Need To Know and Be Able To Do. The Educational EQuality Project of the College Board. Describes the knowledge and skills all college entrants will need in six basic academic subjects, six basic academic competencies, and computer competency. 46 pp. Single copies are free from Office of Academic Affairs, The College Board, 888 Seventh Ave., Dept. T, New York, NY 10106. Multiple copies available in packages of 20 for $20 (five or more packages at 20 percent discount) from College Board Publications, Dept. A35, Box 886, New York, NY 10101.



HISTORY/ENGLISH

Teaching History Through Literature: A Teacher's Manual. Michael P. Healy. Provides hints from a veteran high school English teacher about teaching seven literary classics in literature or history classes. The works, all published in Signet Classic or Mentor paperback editions, are *The Song of Roland, Richard II* (Shakespeare), *The Deerslayer* (Cooper), *Hard Times* (Dickens), *A Connecticut Yankee in King Arthur's Court* (Twain), *The Jungle* (Sinclair), and *Bread and Wine* (Silone). 61 pp. Free with 6" x 9" self-addressed, stamped envelope (37¢ first-class postage). The New American Library, Education Dept., 1633 Broadway, New York, NY 10019.

CIVICS/GOVERNMENT

Map of Freedom. Rates every country and dependency in the world on its level of civil and political liberty in 1983. 20" x 30". $5, including postage and handling. (Bulk rates available.) Prepayment required. Freedom House, 20 W. 40th St., New York, NY 10018.

STUDENT TRAVEL

Work, Study, Travel Abroad: The Whole World Handbook, 7th ed., 1984-85. Council on International Educational Exchange. Addressed mainly to college students (with a chapter for high school students). Lists opportunities overseas for summer and academic year study, employment and volunteer work, grants and exchanges. 362 pp. $6.95. St. Martin's Press. From bookstores or prepaid from St. Martin's Press, Cash Sales Dept., 175 Fifth Ave., New York, NY 10010.

CAREER EDUCATION

Newspapers...Your Future? Gives students or career day participants a quick look at the many jobs available on a newspaper. Single copy free; multiple copies, 15¢ each. Prepay by check payable to "ANPA Foundation." ANPA Foundation, The Newspaper Center, Box 17407, Dulles International Airport, Washington, DC 20041.

SCIENCE

Newton's Apple. Ira Flatow and Howard Boyer. Designed as a companion to the Public Broadcasting Service family science series of the same name (though it can stand on its own), the book ranges over some 50 subjects, such as hypnosis, camels, fiber optics, and curving baseball pitches. 128 pp. $9.95. From bookstores or by telephone order (call toll-free 800/228-8300) or mail order (The Newton's Apple Book, P.O. Box 931, Los Angeles, CA 90066).

GEOGRAPHY

The Prentice-Hall Home Reference Atlas. George Philip Raintree. Presents 54 pages of six-color maps plus a 6,500-entry index. 72 pp. Paperback, $6.95. At bookstores or from Prentice-Hall, Inc., General Publishing Division, Englewood Cliffs, NJ 07632 (no postage charge if prepaid by check.) For quantity discounts, contact Special Sales at the above address.

ASSOCIATION LEADERSHIP

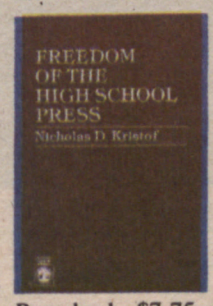
We the Teachers: Terry Herndon on Education and Democracy. The former NEA executive director comments on a variety of education issues, including teacher training, curriculum development, and collective bargaining. Includes an appendix filled with data on public education. Seven Locks Press. 176 pp. $7.95. NEA members, $5. Stock no. 1427-8-10-E. NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (or order via the postage-paid reply envelope following page 96 in the 1983-84 *Today's Education* annual).

VOCATIONAL EDUCATION

Vocational Education for Immigrant and Minority Youth. Peggy Reubens. Discusses such issues as individualized instruction, culture-fair testing, the need for bilingual education, and accessibility of programs to all students. 49 pp. Stock no. IN 257. $4.25. National Center for Research in Vocational Education, Ohio State University, Publications Office, Box N, Kenny Rd., Columbus, OH 43210. To order by telephone from outside Ohio, call toll-free 800/848-4815.

STUDENT PRESS

Freedom of the High School Press. Nicholas D. Kristof. A readable expansion of a Harvard senior honors thesis that surveyed the extent of censorship in high school student publications. Argues that high school journalists should have the same First Amendment rights as professional journalists. 118 pp. Paperback, $7.75 plus $1.05 postage prepaid. University Press of America, 4720 Boston Way, Lanham, MD 20706.



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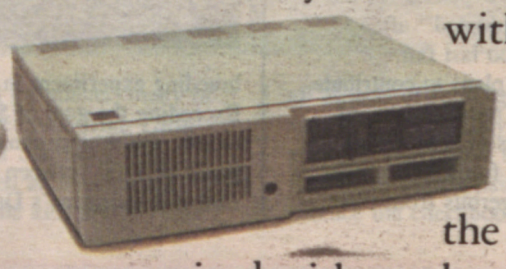

Junior is flexible in other ways, too. It can be hooked up to a TV, an IBM Personal Computer Color Display, or to other monitors.

Another good idea is the Keyboard Adventure, a built-in instructional exercise for first-time users of all ages.

Or students can explore computer fundamentals at their own pace by using a tutorial program included with diskette-drive systems.

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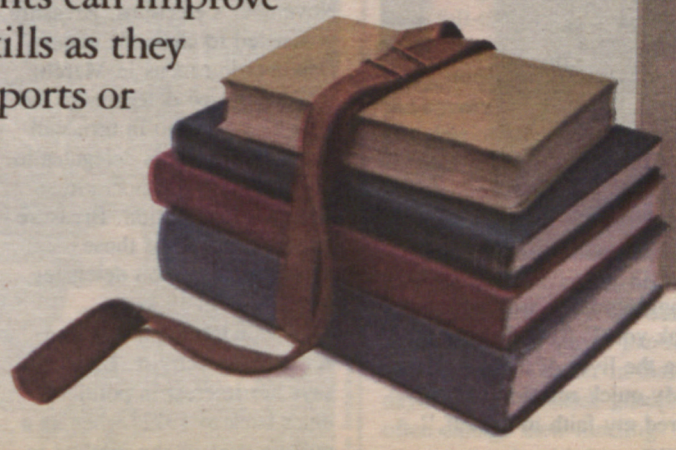

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PC*jr* is priced to make the most of any school budget. A starting model with 64KB user memory, a cassette tape connector, two cartridge slots and a keyboard costs about $700. An enhanced model with 128KB memory and diskette drive is about $1300. (These prices, which do not include monitors, apply at IBM Product Centers. Prices at other stores may vary.)

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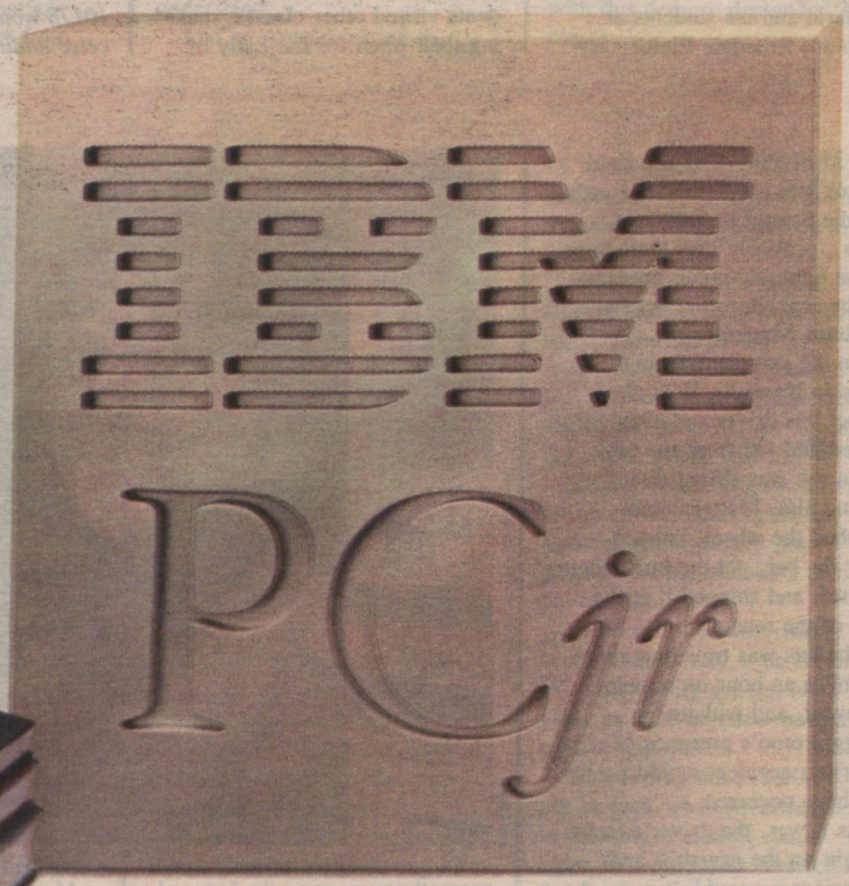
To learn more about what PC*jr* can do in your school, contact your local IBM office and ask for the IBM Education Marketing Representative, or visit an authorized IBM PC*jr* dealer. For the store nearest you, dial 1-800-IBM-PCJR. In Alaska and Hawaii, 1-800-447-0890.



People

John Sunderland

For Denver Classroom Teachers Association member **Bob Alarid,** 1983 was the year he and his fifth graders took up a challenge from James Watt (you remember, he used to be Secretary of the Interior) to refurbish the Statue of Liberty for her 1986 centennial without using a cent of public funds.

Alarid and his students at Denver's Rosedale Elementary School chose the Statue's renovation as their class project last fall. The students decided to sell stickers—the kind with unicorns and Godzilla on them—to their schoolmates, with proceeds going to the Statue's renovation fund. A former teacher and NEA member now marketing stickers in California agreed to donate some to Rosedale and nine other Denver schools.

All fall, Alarid and his students visited other classes, making their pitch for the Lady of New York Harbor. Katina Williams (*inset*) did her knee-wobbling routine to simulate the Statue's disrepair.

Ultimately, the class made $146, at which point they wrote President Reagan that a company in California had helped a class in Colorado save a statue in New York that nobody but Alarid himself had seen—and he not until last summer.

The Statue of Liberty, 101 Park Ave., Suite 1205, New York, NY 10178 would be happy to receive additional contributions.

Charlie's General Store in Pocatello, Idaho, doesn't really belong to Charlie. How could it? Charlie's an 850-pound grizzly bear in the local Ross Park Zoo.

The store's proprietors are **Jane Streubel**'s sixth graders at Bonneville Elementary School. They're using the store (located in their classroom) to pay part of the year's expenses for the bear they "adopted" after a trip to the zoo last fall.

The class plans to contribute to Charlie's room and board through sales of school supplies, plants from their greenhouse, and gerbils from their breeding experiment in genetics. Exceeding the goal of $20 a month, the project showed a profit of $100 between Christmas and Valentine's Day.

Dave Myers

John Blair

Since 1980, videotapes produced by **Jim Schmidt**'s students at Vogel Elementary School in Evansville, Ind., have swept the prizes at state and national media fairs. The students do their work in both Schmidt's fifth through eighth grade social studies classes and his after-school Creative Communications Club. On the side, they sell Christmas ornaments to help pay for their equipment.

The productions have a varied public. During American Education Week last November, parents and school staff put together a Media Madness Day, turning a classroom into an old-fashioned movie house complete with marquee and fresh popcorn. Each class in the school was invited to spend one period that day watching some of the 35 student productions that were shown.

Now even wider audiences are opening up. The local Museum of Arts and Science is planning to show some of the students' tapes on nature—for example, *The Robin Family* and *Our Story About Monarch Butterflies*. Eventually, the tapes may air on both cable and public television in southern Indiana.

The 29 members of the field hockey team at Somerset North Middle School in Somerset, Mass., probably owe their lives to the lightning-quick reflexes of physical education teacher **Barbara Maggiacomo**.

On the way back from a game in Newport, R.I., the school bus driver suddenly collapsed and fell from the seat. Since she was sitting directly behind him, Maggiacomo grabbed the wheel, jumped over the bar, got the bus under control, and stopped it at the side of the road.

The bus was traveling about 50 miles an hour on a major highway, and without Maggiacomo's presence of mind, a serious accident would probably have occurred.

As it was, the driver's jacket caught on the gearshift and Maggiacomo couldn't move the gear into neutral until students came forward to assist her.

She told them not to panic and "they all behaved beautifully," Maggiacomo recalls, promptly evacuating the bus and maintaining order.

She continued to supervise as passersby summoned help and got the driver taken to a hospital, where he died later that night.

Maggiacomo is still getting "thank yous" from parents for saving the lives of their children.

"My quick reaction has restored my faith in myself," she says.

Jim Daniels

Rebecca Breasure, a fifth grade teacher at Georgetown (Del.) Elementary, is the first woman in Delaware ever to head a county Democratic party.

Unseating the incumbent Sussex County party leader in last November's elections, Breasure proceeded to chair the county Democratic caucus in March, which selected delegates to the state caucus, who in turn will choose Delaware's delegates to this summer's Democratic National Convention. Breasure hopes to be one of those national convention delegates, as she was in 1980.

A Mondale supporter and Association activist, Breasure says her interest in politics dates back to 1972, when as a college student she worked in the campaign to elect Joe Biden to the U.S. Senate.

"Education is really the only answer to today's economic, technological, and social problems," Breasure believes. "To make education a top priority, teachers *have* to become politically involved."

Dave Myers

Streubel's students, many of whom have come from Latin America or Southeast Asia, also showed an educational profit. "The kids are learning all aspects of running the store," says Streubel. "They order the supplies, they count the money, they make the deposits, they balance the checkbook."

Musician Stevie Wonder, U.S. Rep. Louis Stokes *(pictured here)*, football great Paul Warfield . . . the guest list at Eastwood Elementary School reads like a celebrity roster.

Not only celebrities, but successful people in all occupations visit classes at this Warrensville Heights, Ohio, school to demonstrate the importance of reading as a lifetime skill. The guests read stories to the students and explain how reading affects their own work.

The VIP visits were conceived by third grade teacher **Linda Fried**. Since last fall she's been inviting famous guests whenever she hears they're going to be in the Cleveland area. Very few have refused her invitation.

Many visitors do more than just read. Stevie Wonder not only demonstrated his Braille reader but also used a portable synthesizer to prepare sound effects on the spot for his reading of Ezra Jack Keats' "A Snowy Day."

Janet Century

Since the celebrities started sharing their enthusiasm for reading with the kids, Fried has noticed that the students are reading more. "And I hear them talking more about careers," she says.

Brad Bower

Is a rose a person, place, or thing? That's not some arcane Gertrude Stein brainteaser, but rather a useful instructional tool for Berks County, Pa., speech therapist **George Arnold**.

Getting his autistic students to master basic communications skills is a constant challenge for this educator, who also teaches emotionally disturbed and learning disabled students between the ages of 5 and 14.

But it's his pioneering work with autistic children that's earned Arnold an award from the National Society for Children and Adults with Autism as "Teacher of the Year."

Necessity mothered Arnold's classroom inventiveness. He walked in—with no prior warning—to his first class of autistic children eight years ago and found that virtually *zilch* had been written about teaching these youngsters, whose neurological dysfunctioning causes them, among other things, either to be mute or to repeat words whose meanings they don't understand.

And so Arnold set out to develop his own curriculum, emphasizing lots of acting out to give life to the words he teaches.

Arnold acknowledges that his work takes empathy, the ability to repeat things in a variety of ways, patience, and a sense of humor.

But then there are the breakthroughs.

One six-year-old girl, Arnold recalls, was extremely withdrawn and hardly ever initiated any communication. One day, out of the blue, she turned to Arnold with this demure demand: "Kiss please."

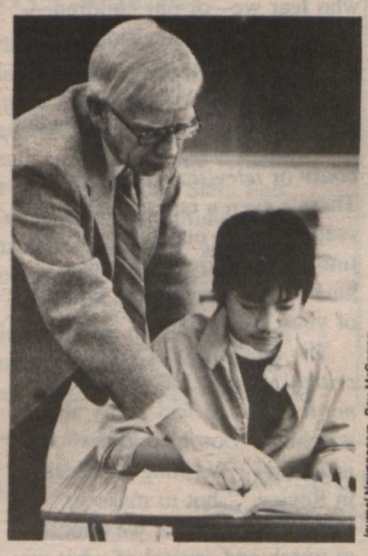
John Sunderland

If you're looking for Linda Shaw, sixth grade/gifted teacher in Lakewood, Colo., telephone her at Belmar Elementary School if it's before 4 p.m. After that, call City Hall and ask for the mayor.

Shaw was elected to a four-year term as mayor last November, after two two-year terms on the city council. A Denver suburb, Lakewood is Colorado's fourth largest city.

When presented with the obvious question: How can you be a full-time teacher and the mayor, too? Shaw responds: "My students thought they had the answer to that. Right after the election, they predicted to a reporter that they'd get less homework. I told the reporter to come back in three months!"

In fact, Shaw manages because she's efficient, because Lakewood also has a city manager, because a mayor *pro tem* can substitute for her in the daytime, and because groups often change their meeting times to mesh with her schedule.



Journal Newspapers, Bev McCarren

After 23 years as a school administrator, Virginian **John Pleacher** returned to the classroom with "no regrets."

Evidently Pleacher lost none of his teaching skills during his years in administration. He has been named Virginia's 1984 Teacher of the Year—and recently won one of the *Washington Post*'s new $3,000 Agnes Meyer Awards, honoring 15 Washington-area teachers selected by their school districts as exemplifying excellence in education.

Besides teaching regular algebra classes at Kenmore Intermediate School in Arlington, Association member Pleacher teaches math to foreign students and to students who are repeating eighth grade.

He began teaching in Arlington in 1949 and accepted an assistant principalship four years later. He became a principal in 1956.

"I needed the extra money to support my family," he recalls. With his family grown, however, in 1976 he once more took up teaching duties.

To make up the $10,000 pay cut he took when he came back to teaching, Pleacher moonlights as a probation counselor for the county juvenile and domestic relations court.

"I enjoyed being a principal," says this veteran educator, "but I always intended to return to the classroom."

TV/RADIO TIPS

Worth Tuning In This Month

NEA recommends the following broadcasts to members, students, and their families:

Your Children, Our Children—*PBS, Sundays, April 1 through May 13, 6-6:30 p.m. ET.* Seven documentaries each deal with a different issue involving children and youth: life and death, sex education, child abuse, student part-time work, handicapped and gifted students, day care, and the future of America's children.

A Walk Through the 20th Century with Bill Moyers—*PBS, selected Wednesdays. April 4, 9-10 p.m. local time*: "Come to the Fairs." A look at American world's fairs, each a phenomenon offering recreation, inspiration, and a cultural barometer for the times. *April 18 and April 25, 8-9 p.m. local time*: "Second American Revolution, Parts I and II." The fortress of racial segregation comes under legal assult.

Ford Hall Forum—*American Public Radio, every Thursday; check local listings for times. April 5*: "The Price of Power: Journalism and Foreign Policy" (address by Pulitzer Prize-winning reporter Seymour Hersh). *April 12*: "Labor and Business Ethics" (address by former United Automobile Workers president Douglas Fraser). *April 19*: "The Role of the City Government in the 1980s" (address by Atlanta mayor Andrew Young). *April 26*: address by Jeane Kirkpatrick, U.S. representative to the UN.

George Washington—*CBS-TV, Sunday, April 8, 8-11 p.m. ET; Tuesday, April 10, 9-11 p.m. ET; and Wednesday, April 11, 8-11 p.m. ET.* Eight-hour miniseries dramatizes the exciting and little-known early life of America's first president. General Motors, the sponsor, has underwritten distribution of curriculum guides to every school in the nation. If your school hasn't received copies, contact your local CBS station.

Portrait of America—*WTBS cable channel; check local listings for airtimes.* Continuing series spotlights a different state each month. April: Connecticut (*Monday, April 9; rebroadcast Saturday, April 14; Monday, April 23; Saturday, April 28*). May: Idaho (*Tuesday, May 22; rebroadcast Sunday, May 27; Monday, May 28*). June: Wisconsin (*Saturday, June 2; rebroadcast Wednesday, June 6; Sunday, June 17; Saturday, June 23*).

Special Treat—*NBC-TV, Tuesday, April 10, 4-5 p.m. ET.* "Just One More Hurdle" dramatizes the real-life quest of Donna Marie Cheek to become the first Black member of the U.S. equestrian team for the 1988 Olympics.

Bob Greene/CBS

Barry Bostwick (right) stars in "George Washington," an eight-hour CBS miniseries airing in prime time, April 8-11.

The Primal Mind—*PBS, Wednesday, April 18, 9-10 p.m. ET.* Anecdotes, personal experiences, and legends highlight a unique look at the cultural differences between American Indians and Western Europeans. Author Jamake Highwater, a member of the Blackfoot tribe, narrates.

The Doctor's Story—*NBC-TV, Monday, April 23, 9-11 p.m. ET.* Howard Rollins and Art Carney star in this drama about a doctor and his elderly patient. A study guide for this telecast, which was originally scheduled for winter airing, appeared in the November *NEA Today*.

BOOK BEAT

Media Relations: Breaking Away from TV...

CHANGING CHANNELS: Living (Sensibly) with Television

by Peggy Charren and Martin W. Sandler

(Addison-Wesley. 272 pp. $24.95; paperback, $11.95.)

Changing Channels is a consumer's guide to television, directed mainly at parents and teachers. That it's a good one is not surprising, given the knowledge about children's television its authors bring to their task.

Peggy Charren is the founder and president of Action for Children's Television, the parent group that among other things works to improve Saturday morning programming. Martin Sandler is a historian, author, and television producer.

Appropriately, the format of *Changing Channels* is intended to please the eye. Text, charts, photographs, and captions vie for the reader's attention. What's fun about reading the book is surveying the wealth of relevant TV trivia these graphics present, such as the major themes of "soap" plots in chart form or a list of the all-time top 50 individual programs in terms of audience size.

All is not fun and games, however. *Changing Channels* is filled with well-researched information on the impact of television on our lives. It also explains where television programs come from (describing the role of networks, producers, advertisers, the Federal Communications Commission) and where they are likely to go as the result of such new technologies as cable television, videotext, and home videotape recording.

Those of us TV watchers who fear we—or our children—are turning into television junkies will find help in the section called "Living with Television." Here Charren and Sandler define the malady *television abuse* or *television addiction*. There's even a quiz to help readers figure out if they're victims ("What kinds of things have you stopped doing because of your TV watching?").

The remedy for TV abuse is *critical viewing*. Its purpose is *not* to make us feel guilty about watching "Bosom Buddies" instead of "Washington Week in Review," but to make us "conscious of what we choose to watch and critical of what we see."

Charren and Sandler advise families to schedule their TV viewing for the week and to watch the programs they decide upon together. Parents should even boo and hiss, they say—or at least make critical comments—so children will get the idea that television content is something to be evaluated and perhaps rejected.

A separate chapter on "Television and Education" describes the limited uses teachers are making of television viewing and production. The authors conclude, "When and if teachers learn to let TV complement rather than dominate their own communications skills, then perhaps TV education will take hold."

We think they're right about that.

Reviewed by Althajean Osburn, elementary teacher, and Isabel Diskin, educational media specialist, Peter Muschal School, Bordentown, N.J. Osburn also chairs the New Jersey Education Association's Public Media Committee.

...To Make Room in Your Life For a Computer Experience

ELECTRONIC LIFE: HOW TO THINK ABOUT COMPUTERS

by Michael Crichton

(Knopf. 209 pp. $12.95.)

The author of *The Terminal Man* and *The Andromeda Strain* is bound to know a lot about computers. He even wrote this book on an Olivetti word processor. On top of that, Crichton is a film director (most recently, of *The Great Train Robbery*) who has pioneered the use of computer special effects in science fiction films (first in *Westworld*, made in 1973).

Electronic Life began, Crichton says, as a list of helpful hints for friends who had just bought their own personal computers. Consequently, rather than being a narrative, the book consists of chunks of information, arranged alphabetically by topic.

At least four of the entries can be said to be about education. Taken together, they present the beginning of a point of view about the role of computers in instruction.

Computer-assisted. "....In Computer-Assisted Design or Teaching, it's the Design and the Teaching that matter, and the Computer. . . at best only assists. It may not even do that."

Courseware. Under this entry, Crichton warns students to "refuse all courseware offered to you." Instead, "take a regular, old-fashioned class from a regular, old-fashioned teacher—and skip the academic posturing."

Elitism, Computer. Here Crichton argues that computers are the first *nonelite* information technology. No longer will a teacher with an idea have to find a publisher or producer to get it disseminated. The high school English teacher who has developed a better way to teach grammar can disseminate it as a computer program via a computer network. All he or she need do is spend a couple of hundred dollars on a computer and then learn programming.

Literacy, Ordinary. The Computer Age, Crichton observes, has succeeded the Television Age, and "linear thinking is required—with a vengeance. The computer is the most fiercely linear invention imaginable. And it requires the ability to read and write."

Though Crichton does not write for teachers, a reader might infer several principles about teaching and computers from the foregoing. Certainly, one is that teachers who know what computers can and cannot do will have an instructional advantage over colleagues who don't. Another is that students with word processing and typing skills have a new way to learn writing skills.

Finally, no matter how well a computer program is designed, how a teacher uses it is equally important. Good teaching is still a function of the teacher—with or without a computer.

In appendices, Crichton provides readers with instructions (starting with "turn on the switch") for entering simple programs into the Apple II computer and the IBM PC. He also gives a brief glossary of technical terms and a bibliography.

To sum it up: in informal, light-hearted prose, *Electronic Life* gives the extremes of information—how-to-program-it instructions on the one hand and a very general way of thinking about computers on the other.

Reviewed by Keith A. Zook, computer coordinator, Grosse Ile (Mich.) Township Schools, and NEA director from Michigan.

Your NEA

LOOKING BACK

Since New Jersey sixth grade teacher and environmental activist John Mansika was last heard from ("People," October 1983), his growing concern for his and his family's health has prompted him to relocate. Despite his success in getting state officials to close a potentially dangerous landfill some 200 yards from his home in Millville, he believed the landfill's toxic byproducts presented continuing dangers to those around it.

But by no means did Mansika leave behind the environmental lessons he had learned. Now teaching at the John Glenn School in Pine Hill, N.J., he continues to preach the importance of environmental activism to his students.

"I feel it's my duty to let students gain an awareness of the environment," Mansika says, "since they're inheriting what we leave them with."

"Our county has the highest adolescent pregnancy rate in this part of the state, and we've been trying to get a sex education program started...:"

Letters like this have poured in to Association member Mary Lee Tatum since her article "Knowing Their Bodies, Knowing Themselves" in the October 1983 *NEA Today* explained her Virginia school district's successful family life and sex education curriculum.

"People are looking for ideas, for ways to get a program started," Tatum reports. "Often they'll say that a small group in the community has blocked them for years."

Tatum will be happy to send a curriculum guide to any member who writes her at George Mason Junior-Senior High School, 7124 Leesburg Pike, Falls Church, VA 22043.

Project Life Lab at Green Acres Elementary School in Santa Cruz, Calif., has raised more than a bumper crop of lettuce and plums since it was featured in *NEA Today* ("Grow Your Own Curriculum," May 1983). The program's fund-raising and dissemination arm—Friends of the Harvest—reports a new $20,000 grant from the Packard Foundation and a $15,000 award from the State License Plate Fund to replicate Green Acres' successful gardening project in 11 area schools.

GROW YOUR OWN CURRICULUM

Lots of Dirt and a Little Seed Turn California Kids On To Science

School Gardens: Not for Science Only

Besides producing fruits and vegetables, Project Life Lab also raises chickens—and recently played midwife to its fifth generation of chicks.

To receive an awareness packet about the project, write to Friends of the Harvest, Santa Cruz Office of Education, 809 Bay Avenue, Capitola, CA 95010.

TAKING A STAND

Boycott Brings Victory at Last: Nestle Agrees To Abide by Code

After a 6½-year international boycott of Nestle's coffee, candy, and other products by millions of grocery shoppers in the U.S. and Europe, company officials agreed in late January to comply fully with the World Health Organization's infant formula sales code.

In return the Infant Formula Action Committee (INFACT), which ran the Nestle boycott in the U.S., called it off on January 25. The NEA Board of Directors at its next meeting (February 18) voted to withdraw the Association's support of the boycott. NEA had endorsed the boycott in 1980.

The goal of the boycott was to bring pressure on Nestle to change its aggressive marketing practices in less-developed countries. These practices had tended to persuade Third World mothers to switch from breast- to bottle-feeding, despite the health risks posed by over-diluting the expensive formula or mixing it with contaminated water.

The concessions Nestle offered in January involved educational materials, hazard warnings on labels, gifts to health professionals, and free supplies to hospitals.

At a joint press conference announcing the end of the boycott, the International Nestle Boycott Committee commended Nestle for taking the leadership role in industry's compliance with the International Code of Marketing of Breast Milk Substitutes. INFACT Chair Doug Johnson said, "Nestle has moved forward to become a model for the whole industry, a model which sets a new standard of corporate behavior."

The 1984 NEA Representative Assembly, meeting this summer in Minneapolis, will receive an update on the status of Nestle's compliance with the 1981 WHO international code.

With the withdrawal of the Nestle boycott, the only remaining product that NEA urges members not to buy is Red Coach lettuce. The Red Coach boycott, which NEA endorsed in 1980, is designed to bring pressure on the grower, Bruce Church, to bargain in good faith with the United Farm Workers.

REACHING OUT

Job Swap, Anyone?

Interested in broadening your horizons by trading jobs with a teacher in another part of the country for a year? The NEA Teacher Exchange can help.

Since 1980 NEA has maintained a computerized listing of members interested in job exchanges. The list has grown to over 3,000 names.

If you'd like to register, write to Teacher Exchange, NEA Instruction and Professional Development, 1201 16th St., N.W., Washington, DC 20036. You'll be sent a form on which to indicate your address, telephone number, school level, teaching area, geographical preferences, willingness to exchange homes, and other data.

All this will then be entered into the computer for matching up with other NEA members in the states you're most interested in. You'll receive a printout of the likeliest names; the rest is up to you. All arrangements for the actual job exchange are the responsibility of the individual members agreeing to exchange teaching assignments.

Think AEW 1984

Theme of American Education Week next fall will be "Educational Excellence: Our Nation's Strongest Defense." The annual observance, cosponsored by NEA, the American Legion, the National School Boards Association, and the U.S. Department of Education, is set for November 11-17.

Early birds can get planning materials now by sending $5.95 to AEW Packet, NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

Know Anyone On This List?

The 19 people named below each have something coming to them—about $220, to be precise. They were among the Nampa, Idaho, teachers who filed a class action suit in connection with the state's first official teachers strike, back in 1975-76.

The state supreme court finally awarded teachers their disputed cost-of-living increases in January 1983. By then less than half the 318 plaintiffs were still teaching in Nampa. The Idaho Education Association found most of the rest (scattered as far as Puerto Rico and Germany), but these 19 are still missing, and the school board still has their money:

Charles Beck, Jack Bruner, Juanita Correa, Ann Durand, Erma Fritchen, Ernesto Gonzales, Leslie Hascall, Sharon Nielson, Linda Ochi, R. Anne Post, Walter Roberts, Janet Rogers, Marvin Ross, Mary Rouhier, Margaret Rule, Karen Satchell, James Scott, Norberto Valdez, and Gregg Walker.

Anyone on the list can claim his or her money by writing to Gayle Moore, Idaho Education Association, 620 North Sixth St., Box 2638, Boise, ID 83701.

Tired of Hotels? Try Camptivity

Planning to camp out during this summer's NEA annual meeting in Minneapolis? NEA has reserved some 300 spaces for tents and recreational vehicles at the Minneapolis State Fair Campground—20 minutes from the convention hall, with easy access from Interstate 94.

NEA provides free bus service between the campground and the convention hall each day and for officially scheduled evening events. The campground has electrical hookups, water, restrooms, showers, public telephones, sanitary dump facilities, tennis courts, and jogging and bicycle paths. Cost is $7 per night. Move-in begins at 9 a.m. Wednesday, June 27; move-out must be completed by noon Thursday, July 5.

Space is assigned on a first-come, first-served basis. To reserve a site, mail the coupon below *immediately*, with at least one night's deposit.

CAMPSITE RESERVATION
1984 NEA ANNUAL MEETING

Name _____

Address _____

City _____ State _____ Zip _____

Telephone (include area code) _____

Cost: $7 per night

Make check or money order payable to NEA and mail to Barbara Liles, OCCM 406E, National Education Association, 1201 Sixteenth St., N.W., Washington, DC 20036. Please attach this coupon to your check.

YOU AND YOUR RETIREMENT

Teacher Pensions Under Seige

As deficit-plagued state and municipal governments look for ways to bail out their budgets, more and more of them seem to be finding public employee retirement funds ripe for plunder.

Political meddling with public employee retirement funds threatens the future security of teachers and millions of other public employees, warn Association activists from California to Maryland who are fighting hard to prevent their members' benefits from being cut.

Abuse of pension funds takes several forms, depending on the motives of the particular revenue-starved politicians involved. Here are just three current examples:

The Broken Promise. Last year California Gov. George Deukmejian directed the state to make a nominal $1 contribution in place of the required $211 million-a-year general fund subsidy for the teacher retirement program.

For teachers, it was the last straw in a trend that had been developing since 1980, when the state began shortchanging the retirement system by about 5 percent a year. The California Teachers Association (CTA) worries about the system's unfunded liability (the difference between its assets and its obligations to current and prospective retirees). That liability is growing at a dangerous rate of $1 billion a year, CTA estimates.

Expressing the outrage of the teachers, the Association filed suit last August. A state appeals court ordered California officials to fully fund the system or account for their failure to do so.

The pressure appears to have helped. Deukmejian's proposed budget for fiscal 1984-85 would allocate some $530 million to pay back the system—an amount that CTA officials estimate is about $250 million short of what's owed. CTA activists intend to wait to see whether Deukmejian makes a move to pay back the remaining $250 million before pushing ahead with the lawsuit.

"The state's lack of commitment puts the fund in jeopardy, and it amounts to a violation of the law," says CTA President Marilyn Russell Bittle.

The Multi-Tier Sham. A two-year battle to cut retirement benefits rages on in Maryland. Last spring the Maryland State Teachers Association (MSTA) successfully fought off efforts by the state legislature to freeze benefits under the old retirement systems and switch everyone over to a new, less satisfactory pension system. This year a similar proposal by the legislature would offer members four 'tiers,' each with reduced benefits.

Says MSTA President Janice Piccinini: "We are mobilizing the entire membership for this battle. The state's political leadership is trying to raid our retirement benefits to fund other projects, and that's going to be clear to everyone before we're through."

The Reduced Contribution. Arizona's healthy $2.8 billion public employee retirement fund has caught the eyes of political manipulators looking to reduce state budget deficits. Earlier this year, a special legislative session voted to reduce the employer and employee contribution from 7 to 6.3 percent of payroll.

That freed up enough money for Arizona lawmakers to divert some $8 million in state dollars originally earmarked for the retirement fund to a fund for building prisons. But the Arizona Education Association refused to be defeated. "We're introducing two bills to increase benefits and add disability coverage," reports AEA President Dennis Van Roekel. "And we're mounting a full lobbying effort to see that they pass."

Almost every state Association seems to have its own horror story to tell about threats to the security of its teachers' retirement system. What's consistent from state to state is the commitment of NEA affiliates to stand up and fight for what rightfully belongs to their members.

At the national level, NEA is pushing for legislation that would make political manipulation of public pension funds more difficult. The Public Employee Pension Plan Reporting and Accountability Act (PEPPRAA) now before Congress wouldn't necessarily prevent all abuses, but its reporting, disclosure, and fiduciary requirements would bring into the light of day what now are often covert actions. *(For details on this bill, see page 23 of the Jan./Feb. 1984* NEA Today.)

—Vicky Lytle

TOP SCORER

Grade averaging calculator earns high marks from educators for speed, convenience, accuracy.

Averaging letter grades is one of the most tedious and least rewarding parts of teaching. Each year, you spend hundreds of hours translating letters into numbers, figuring out how to weight grades, and going through a division process to come up with yet another number to be converted back into a letter grade. Even if you're using a numerical point system for daily grading, you still probably have to convert to a letter for the final course grade.

This drudgery, busy work takes time away from the more creative aspects of teaching—time away from students—time away from yourself and your family. But how can you make things better?

A TEACHER FOUND THE SOLUTION

Working in a suburban California school, Susan McGuire went through the same grade averaging traumas as you do. Sue figured that she handled nearly a quarter million grades each year, which took ***more than forty days of her own time.*** Then she found a better way. Sue invented the GradeMaker™ calculator to handle the entire process quickly, automatically, and accurately. In fact, her GradeMaker even weights scores and comes up with class averages!

SAVES YOU HOURS!

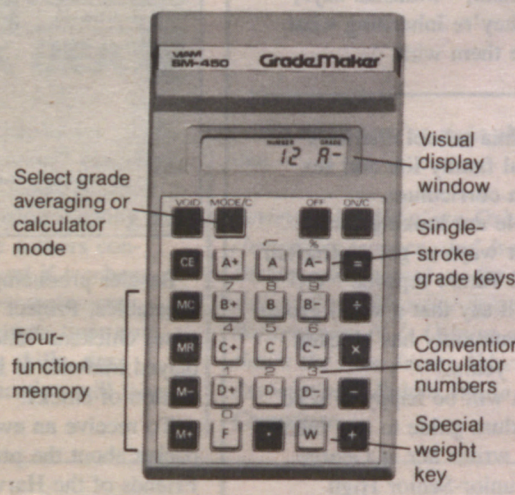
"Teachers have to see GradeMaker in action to believe how fast it is," Sue says. "All you have to do is punch in the letters, without even a plus in between. As you go along, the display shows how many grades you've already entered, so you don't have to start all over if you're interrupted. When you've entered all the student's grades, just press the equals key, and the letter grade average appears. It's that easy!"

GradeMaker reduces your grade averaging time from hours to minutes. In fact, it can cut the time spent with ordinary calculators by two-thirds. Let's take a closer look at GradeMaker to see how it operates. Also, try these examples on a conventional calculator, and you'll be convinced that you can save yourself lots of time.

GRADEMAKER IN ACTION

Here's how easily you can average five letter grades. Get GradeMaker going by pressing the "ON" key, then press "MODE" until the display shows the words "NUMBER" and "GRADE."

Now press just one key to enter each of the five grades—A, A–, B+, D–, and C.



Press	Display Shows
A	NUMBER 1 GRADE A
A-	NUMBER 2 GRADE A-
B+	NUMBER 3 GRADE b+
D-	NUMBER 4 GRADE d-
C	NUMBER 5 GRADE C
=	NUMBER 5 GRADE b-

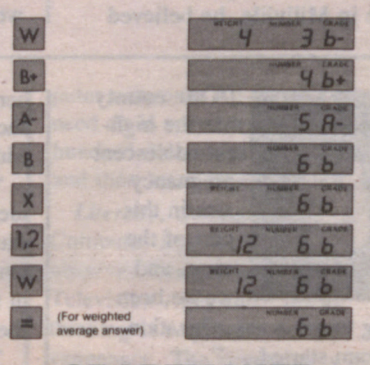
In less time than it takes to read about it, you have the answer—an average grade of B– with ***just 6 key strokes.*** On a conventional calculator (scale from 13 for an A+ to 1 for an F), you'd have to press ***15 keys*** then convert back to a letter; with number grades based on 100-point assignments—***20 keys*** and a conversion.

Let's explore another GradeMaker exclusive—the special "WEIGHT" key that lets you weight major tests, projects or term papers from 1-99 times the value of other individual grades—all without creating elaborate formulas.

Grades:	A	C	B–	B+	A–	B
Weight:	1	1	4	1	1	12

(1's are for homework, 4 for mid-term, and 12 for the final.)

Press	Display Shows
A	NUMBER 1 GRADE A
C	NUMBER 2 GRADE C
B-	NUMBER 3 GRADE b-
X ("WEIGHT" will appear in display)	NUMBER 3 GRADE b-
4 (Weight value)	NUMBER 4 GRADE b-



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PERSONALLY SPEAKING

HEALTH

The Dietary Social Life

Around this time of year, the prospect of shorts and bathing suits sends most people running to the scales—and not all of them like what they read there.

If you belong to this unhappy group, your first thought may be that a slender summer means a solitary spring. To someone on a diet, every social and recreational activity seems to revolve around the consumption of food and drink.

But you can diet successfully without shutting yourself off from the world. Weight loss experts suggest the following ways to change your eating habits by changing your living habits.

Walk. No matter what your interests, they probably offer good reason to get out and walk around. Enjoy art? Visit a museum or gallery. Like history? Tour some local points of historical significance. Try a nature walk or visit the zoo or search out architecturally interesting old houses. You say your only outside interest is food? Then go walk around a farmer's market or visit a pick-your-own-produce farm or orchard and bring home lots of nutritious, low-calorie produce.

Walking is fun alone or with friends; it doesn't cost anything except the price of some comfortable shoes; and it burns up 255 calories an hour. Best of all, it will keep you away from the refrigerator.

Play. Try getting your family and friends together for some athletic activity. Touch football, bicycling, swimming, tossing a Frisbee, hiking, pitching horseshoes—do whatever suits your particular energy level. Sports don't necessarily require that you get sweaty and exhausted. *Anything* is better than sitting around eating potato chips! Be sure to bring along some diet sodas, unsweetened fruit juices, or iced tea to quench your thirst.

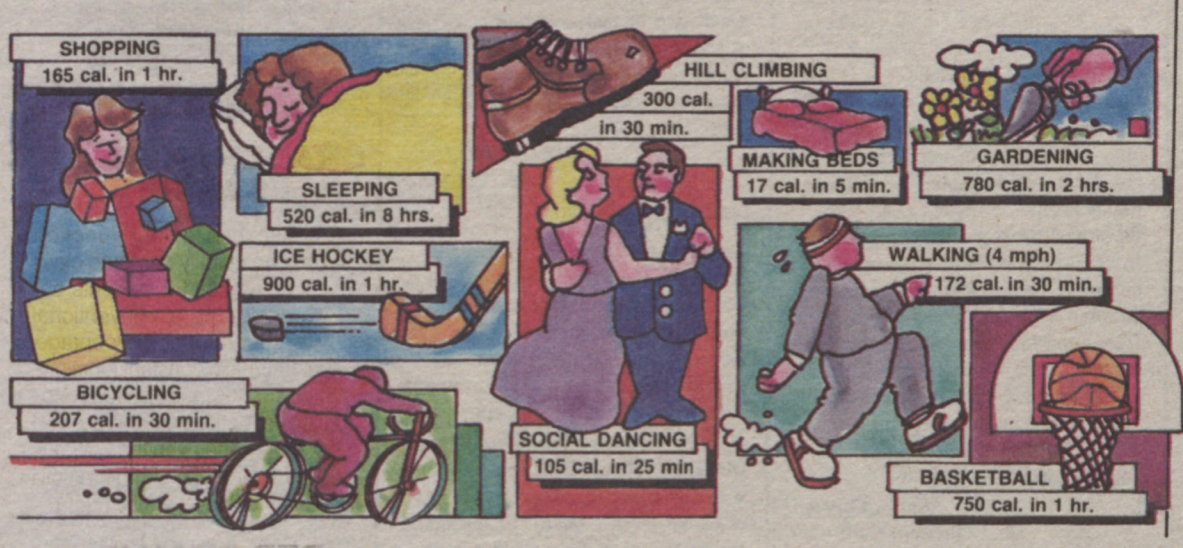
If spectating is more your speed, at least get out and watch a sporting event in person rather than on TV. (When's the last time you saw your students play?) But prepare to burn up as much energy avoiding the hot dogs and candy as you do cheering for the team.

Throw a dinner party. Sometimes you can't avoid planning social activities around meals. So why not give a diet dinner party? The menu can include elegant and delicious foods that will delight even people who aren't on a diet (if such rarities exist).

Serve light beer or wine and plenty of nonalcoholic beverages. Try marinated vegetables for your appetizers, and fresh fruit instead of more fattening desserts. If you want to have a barbeque, go ahead—but replace those fatty hot dogs and hamburgers with chicken shish kabobs, and trade in the potato salad for garden salad. Whatever you cook, go easy on the butter, oil, eggs, and cream.

A diet can't be a short-term aberration if you want to take weight off and keep it off. Crash diets and "fad" diets may work at first, but only changing your day-to-day behavior patterns will keep you trim and healthy.

—NEA Special Services



LEISURE

No Place Like a Home

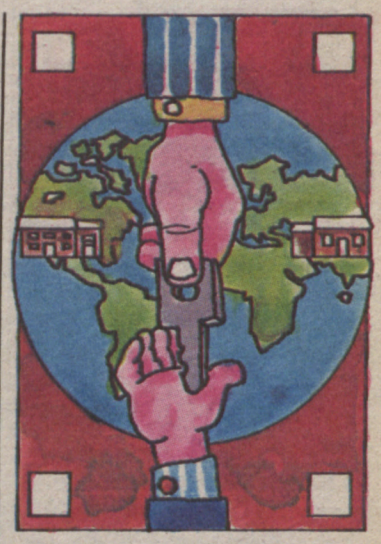
You've probably heard about those "lucky" Americans who arrange to trade houses for a week or a month with someone in Paris, say, or London or San Francisco. They enjoy a unique vacation without that steadily mounting hotel bill—and all the while someone is taking loving care of their pets and plants.

House-swapping is growing in popularity—especially among teachers, retirees, and others with schedules that allow them to take full advantage of a leisurely vacation. But arranging a trade that fits your needs takes more time and effort than reserving a hotel room would. If a house swap sounds appealing, *now* is the time to begin planning for the summer of 1985.

First, decide where you'd like to go. Americans wanting to travel abroad outnumber foreigners wishing to come here, so the competition is stiff. New York, California, and Florida are favorite spots for overseas visitors. If you don't live in a part of the country that's "famous" abroad, swapping dwellings with other Americans might be your best bet.

Next, advertise your interest. You may be able to do this just by spreading the word among friends who have contacts in the places you'd like to visit. You can place classified ads in out-of-town newspapers. And you may be able to advertise to Association members in another state through the newspaper of the NEA affiliate there.

For a really wide choice of swaps, however, your best bet is to subscribe to a directory of



available homes. Cost will be anywhere from $20 to more than $500, depending on the directory you choose. (Six of these exchange services are described on page 115 of the October 1983 *Money* magazine; check your local library).

Finally, you'll need to arrange the actual trade. This will probably require a lot of letters and phone calls—even some sales skills as you convince the owners of that lovely cottage in Dublin that yours is the home they'd like to swap for! There are services that will do all this for you (for a several-hundred-dollar fee), but purists feel that using them cheats you of half the fun of the swap.

Whether you swap homes with someone in the next state for a week or halfway across the globe for a summer, if you're willing to put in the work you can enjoy a vacation that a travel agent couldn't duplicate for any price.

—NEA Special Services

MONEY

Before You Buy a Computer

Have you decided your home needs a microcomputer? If you're worried about choosing the right one, answering some questions can go a long way toward determining what size, brand, and price are appropriate for you and your family.

►*Why do you want a computer?* Do you have a specific purpose in mind—maybe word processing, financial planning, or helping your child with schoolwork? Or do you just want to learn something about the technology? Is your need temporary or likely to be permanent?

If your purpose is related to your teaching, consider getting the kind of equipment you use at school so you can switch between your home and school machines at will. Be sure, though, that your district isn't planning a major change of equipment—or if it is, get the purchasing department to give you the precise specifications (type of central processing unit, model number, and whether the disk drive will be single or double) for the machine you'll be using. If they don't know yet, wait until they do.

If you're buying a computer for your child, be sure interesting, challenging software is available to run on it.

►*How long will your computer be usable?* Buy from a company that's likely to stay in the micro business for the foreseeable future. When a company stops making computers, parts and accessories become harder to get, maintenance becomes difficult and expensive, and people stop developing new software to use with the company's computers.

►*Should you get a "complete system" with disk drive, modem, printer, etc.*? That depends on why you're buying a computer. If you're curious, and would like to teach yourself the BASIC language as a way to familiarize yourself with computers, you don't need a disk drive. If you find that you really like your new skill, you can invest in a complete system later.

If speed and efficiency are already important, however, don't skimp on your computer system. What you save in money now you'll pay for in lost time and trouble every time you use your micro.

—NEA Educational Computer Service

Letters

The Grammar Debate

So Richard D. Curtis ("Debate," March) would accept statements like "It ain't gonna rain no more" as plain, understandable English! No wonder those who aspire to be professionals must take "remedial" English, if teachers consider such syntax acceptable.

Thank goodness for all the Mary Everetts who still believe in grammar—long may they teach!

By the way, in spite of his arguments, Mr. Curtis seems to have followed all rules of grammar in his article.

Lillian A. Wilcox
Buffalo, New York

Question: What is the English language? Answer: Language used by people who decide its proper structure through popular usage.

Question: What is English? Answer: It is the study of the current usage of the English language.

Question: What is an English teacher? Answer: One who imparts knowledge about the current usage of the English language. If time is available during the year, the teacher may be able to discuss the past status of the language and, since language changes every day, give opinions as to the possible future of the language.

Question: What is a pedant? Answer: One who believes that an educator must fight all change. In the profession of teaching English, this belief rapidly allows the teacher to think that he is a Guardian of the Mother Tongue.

Rick Bagby
Lancaster, Ohio

Chance Encounter

I chanced across your March issue at our town library. What a variety of news, opinions, educational concerns on every page!

The front cover includes a list of contents, headed "Inside." How clearly it suggests the matter to be found within the publication.

What a masterpiece of eye appeal! How clear the print! You set a standard that should be the goal of editors of so many publications that wallow now in dreary, long-winded, lackluster content.

Thanks, *NEA Today*! Soon to be 80 years of age, I like your looks and your sense!

George Herman
Orange Park, Florida

Deceptive Statistics?

Your "Trend" item "The Monster That Ate Your Dollar" (Jan./Feb. 1984) is an excellent example of how statistics deceive. Although teachers are sorely underpaid, it is just not true that they have not received a raise in the last 15 years because of inflation. The raises received are not nearly enough, but we did receive increases in pay even in constant dollars during that time.

In 1970, as a beginning teacher, I received a salary of $7,600. This school year my salary is $23,735. This represents approximately a 320 percent increase in salary during the last 14 years. If my salary had increased only by the inflation rate, I would be making approximately $17,800 this year.

What I believe you were trying to say was that the average teacher's salary has not risen in constant dollars. This is quite different from saying an individual teacher has not gotten a raise.

Do not play the statistics game on your own membership. It is counterproductive.

Michael G. Scarpato
Elizabeth, New Jersey

Ed. note: Pardon the ambiguity of our syntax! We assumed readers would understand that we were using "you" in the generic, not the specific, sense. Our statement, as you correctly note, refers to the average teacher, whose salary—adjusted for inflation—declined between 1968 and 1983.

Wasteful Spending

It's time we put a stop to government waste in spending. The recent Grace report has spelled out 2,500 appalling examples of sheer lunacy in government spending. Our elected senators and congressmen need to know that the people of the U.S. want them to implement the Grace recommendations. This can only be accomplished by a massive letter-writing campaign nationwide.

NEA is large enough to spearhead this campaign. Please do it.

Bette Lou Miller
Stockton, California

Women's History

A small article appeared in your January/February issue announcing the availability of our resource catalog. What a response it got!

In the seven years that we've been organizing, including the four years that we've received national publicity from journals and magazines, we have *never* had such a flood of requests for our information. Teachers across the country responded immediately, and others continue to write to us, expressing their pleasure in finding out that our office is indeed alive upon the land.

We're making a point of responding to your readers the day we hear from them. Teachers are clearly the ones on the front line in bringing women's history back into the public consciousness.

Mary Ruthsdotter
National Women's History Project
Box 3716
Santa Rosa, CA 95402

Fair-Mindedness

In rebuttal to the Reagan fans whose letters criticize NEA's "left-leaning stand" on various issues, a left-leaning liberal has this to say: Be thankful a left-leaning liberal newspaper will print right-wing rubbish. On the other hand, how much of the opposing point of view do you find in *Conservative Digest* or *Human Events?*

Paul Patterson
Crane, Texas

Computer Names

I want to take issue with a suggestion in your December "Trends" column that children be encouraged to give their microcomputer a "demeaning nickname." It is not at all helpful or healthy to encourage students to feel better about themselves by putting something else down. For children it would be easy to move from a machine to an animal to another child. We do not need this in our nation. I think there are other ways to reduce computerphobia and would like to see "Trends" suggest some.

Karen Cancino
San Francisco, California

MSG in the Diet

We would like to comment on your advice to avoid monosodium glutamate (MSG) as one way to reduce excess sodium ("Personally Speaking," December 1983). Although MSG is the sodium salt of glutamic acid, it is—contrary to popular misconception—relatively low in sodium. Compared to common table salt (sodium chloride), which is approximately 40 percent sodium, MSG is 12.3 percent sodium. MSG contributes between two-thirds of one percent and little more than one percent of the sodium in the average American diet—a rather minor contribution.

The Glutamate Association does not recommend MSG for those who must avoid sodium completely; however, those on "mildly" restricted sodium diets may find that MSG enhances original food flavor to the point that a salty taste is no longer desired.

Joan Wetter
The Glutamate Association
Atlanta, Georgia

Class Size

Class loads need to be sharply reduced if excellence in education is to become a reality. California districts will add school days and add minutes to the day so they can reap increased revenue under the state's new reform act—but will do nothing to decrease their overcrowded classrooms where students are the losers and teachers vainly attempt the impossible.

As a school board member and NEA life member who's been a teacher, principal, assistant superintendent, superintendent, and (since retiring in 1975) substitute teacher, I keep trying, but I need help!

Gilbert L. Anderson
Indio, California

'Play Ball!'

Teachers at all grade levels need to act and be treated like major leaguers when it comes to salary negotiations. After five years of service with the same team (school), teachers should be able to play out their option to become free agents in September.

Those teachers who do become free agents should be able to discuss with any coach (principal or dean) or owner (school boards or regents) the best contract for a multiyear deal. There of course will be a no-cut, no-trade, must-play provision in the contract.

Since we teachers are on the diamond at least 180 days each year, we should probably receive as much as the Kingmans, Ryans, and Parkers. But realistically, we would accept as much as the minimum major league baseball salary, which is roughly $40,000.

Where will this additional money for teacher salaries come from? I have faith that a country that spends millions of dollars on pet food, lawn fertilizer, alcohol, gambling, cosmetics, and all the rest can probably find the necessary money to reward us hard-playing teachers. It seems to me that teachers have been out in left field for a long, long time.

Gary Goldstein
Cedar Rapids, Iowa

'Grow Up'

Here we go again. The elections are coming, and the NEA is again insisting that the only way educational problems can be solved is by electing a Democrat for president. Again the NEA pursues the expedient short-term solutions with all the wisdom and insight of a 19-year-old.

A return to the Democrats' policies of tax and spend has three absolute results: spending will increase; taxes will go up; jobs and factories will relocate outside this country.

High taxes drive out jobs and business. Ask anyone from Michigan. (Why do you think I'm working in Indiana?) It doesn't take a genius to understand that lower taxes on an expanding gross national product yield more on the bottom line than higher taxes on a shrinking GNP. Come on, NEA, grow up.

Robert W. Jorgensen
Niles, Michigan

An Invitation

Are you frustrated by having too many children in your classes, with too wide a range of abilities? Wish you could concentrate more on teaching, less on discipline?

Do you need a change of scene—not just once in a while, but several times a day? Do you long to be in greater control of what you teach, making real impact on students' lives? There is a way to realize your hopes: become a teacher of the visually handicapped!

P.L. 94-142 has allowed more visually handicapped children and their families to choose a public school education. Many of these children are able to learn alongside their sighted peers if they are taught some special learning techniques. But there aren't nearly enough special teachers to teach them those skills.

For a teacher who is already certified in regular education, getting certified in special education of the visually handicapped usually means no more than four or five courses of specialized training.

Why not look into extending your certification and becoming a teacher of the visually handicapped? Try it—you'll like it!

Virginia E. Bishop
Austin, Texas

TODAY WE'LL BE STUDYING THE MYSTERIES OF THE SOLAR SYSTEM.
BEFORE WE BEGIN THIS EXCITING JOURNEY, ARE THERE ANY QUESTIONS?
WHAT TIME'S LUNCH?
SCHOOLVIEW

What's *your* opinion? NEA members are cordially invited to use this page to exchange ideas with their colleagues around the nation. We reserve the right to edit letters for length. Address correspondence to "Letters," *NEA Today*, 1201 Sixteenth Street, N.W., Washington, DC 20036.

Debate

Should Teachers Be Allowed To Search Students?

Keith Williams

Nancy Tyler Demartra teaches fifth grade at Hazelwood School in Louisville, Ky. She's a board member of the Jefferson County Teachers Association and serves on its IPD, teacher rights, and elections committees. She's active in community work—her local YMCA, area Red Cross, and state chapter of the NAACP. In 1982 Demartra founded the nonprofit National Children's Educational and Motivational Workshop, which provides educational enrichment experiences to children of various aptitudes, ages 4 to 14.

YES

Teachers in any educational setting should have the right to search both students and their property.

They should have the right to request searches whenever they have reasonable suspicion that students have in their possession drugs or related paraphernalia, weapons, pornography, items stolen from classmates or staff members, or other materials that may cause disruption or injury or promote negative behavior.

I feel that for too long the courts and boards of education have failed to address realistically the problem posed by students who violate school rules and policies—as well as public laws—during the school day on public school property.

As a result of this negligence, the ability of educators to maintain control and order has eroded.

Although my district does allow teachers as well as school officials (counselors and administrators) the right to search students and their property, many districts don't. They should.

I support reasonable searches of students and their property for four specific reasons.

First, too many of our students possess illegal drugs and weapons that disrupt the learning environment and create situations in which the school must attempt to preserve personal safety and property for students and faculty members.

When we overlook these violations and fail to take corrective measures, we nurture juvenile delinquency, which promotes chaos in our schools.

Second, I feel that we have the responsibility for guiding students to become better citizens. Since students spend more time in school than any other place during the workday, the educational setting must provide many opportunities for them to practice and observe school rules, as well as public laws.

Equally important is teaching students to accept penalties when they choose to break rules. Too often schools apply standards to govern student behavior that are different from those that govern our society at large.

Third, our schools must be freed completely from situations that threaten life or education. Classroom teachers must be allowed to remove or request the removal of students or materials that contaminate the learning environment.

Both judges and state legislators should halt plans to evaluate teacher competency until they provide educators with the right to rid the learning environment of those situations that are not conducive to learning.

Fourth, the courts' use of the phrase *in loco parentis* indicates that a teacher is more than a child's instructor. Indeed we are a type of substitute parent who must cater not only to students' instructional needs, but to their physical needs as well—providing school lunches, administering health-related tests, and supervising athletic activities.

If teachers are considered substitute parents, there is a need for the courts to reaffirm that role.

In doing so, however, the courts and school boards must still adopt policies to protect students from unreasonable searches or seizures as well as from physical or emotional abuse. And searches must be conducted in the presence of staff witnesses.

Until classroom educators have the protection and authority of the law to maintain an effective learning environment free from fear, distractions, and disorder, we will not be able to give children the opportunity to develop their potential to the fullest.

Jim Nagel teaches civics and psychology at Mehlville Senior High in St. Louis, Mo., where he advises the student council and is a member of the National Association of Student Activity Directors. During the summer, he codirects the Gateway Leadership Training Center, which teaches leadership skills to 100 outstanding high school students. Nagel is also a practicing magician ("I can make all sorts of things disappear") and a member of the Mehlville Community Teachers Association.

NO

Those who say public school teachers should have the right to search students would violate the very rights they teach those students to defend.

They seem to forget that our country functions on the basic premise that you are innocent until proven guilty. The right to due process is an inherent principle of our judicial existence. Along with due process comes the right of probable cause.

Schools are built on a foundation of love and trust. It is the parents' trust that allows us educators a great deal of autonomy in shaping and molding their children into productive citizens.

The student search, which at first glance might seem the most expedient method for resolving a problem, can have serious long-term consequences.

Not long ago some students in a rural Illinois school were strip-searched when money and personal items were discovered missing. The culprit was apprehended, justice was served—but at what price? The teacher was suspended, and education received yet another black eye.

More important, what about the innocent students who were searched? What if one of them were your child? Needless to say, the cries of foul from parents and press were overwhelming.

Most school districts have not deemed it necessary to establish a clearly defined search policy. But the absence of such a policy puts administrators and teachers in a moral and legal mousetrap.

In some states, legislatures have declared administrators *in loco parentis*, or temporary parents, which legally allows them to search students who voluntarily comply. I've interviewed a host of administrators and found that they make a practice of conducting such searches in the presence of another administrator. If a student refuses to be searched, the local law enforcement agency is called in to conduct a full investigation.

Teachers are *not* given *in loco parentis* authority, nor does their training include the intricacies of school law. Therefore, it's crystal clear that teachers should not be involved in student searches. Teachers who do get involved may violate students' constitutional rights and become liable to legal actions.

We must admit that schools are a reflection of our society. If we as school people tolerate procedural improprieties, what other violations will we tolerate? Privacy rights, due process rights, and probable cause provisions are delicate legal principles. They're fragile—and easily abused.

At stake is our very future. Education is a preparatory experience where life skills are taught, where the rights of students are explained from kindergarten to 12th grade. It's important that we remember that the kids we teach today are tomorrow's leaders. If we endorse the violation of one right, they may well conclude that violations of other rights would also be approved.

Finally, before you consider this another example of bleeding-heart liberal dogma, think again. The Constitution does allow for search when there is probable cause. If we are to maintain our credibility with an already attentive public, we must stay within the legal framework that's served our country for 200 years.

We must remind ourselves of one fact. The Constitution was written for *all* Americans. There was never any intent to exclude anyone because of age.

Like it or not, students have inalienable rights. We as educators must defend those rights.

Student Search Case Now in Supreme Court

By this summer, the U.S. Supreme Court is likely to rule on a case that may shed some light on the student search issue. The high court will decide whether the exclusionary rule—which prohibits the use of illegally obtained evidence in a criminal prosecution—applies to searches by school administrators. The case, *New Jersey v. T.L.O.*, stems from a New Jersey vice-principal's search of a student's purse in 1980.

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